

Disability and Accessibility Policy and Plan

This policy should be read in context with OMG Education's:

- Curriculum Policy
- Equal Opportunities and Diversity Policy
- General Data Protection Regulation Policy
- Mental Health Policy
- Complaints and Compliments Policy and Procedure
- Grievance Policy and Procedure

1. Promoting Equality and Diversity

1.1. Everyone at OMG Education (OMG) has a responsibility to promote equality and good relations between staff and students and to avoid discrimination and harassment against anyone for reasons of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, and belief, sex, and sexual orientation in accordance with the Equality Act (2010). The organisation actively promotes equality between people and supports a positive use of language in line with our core values.

1.2. The overall purpose of this policy is to develop and maintain a working environment and offer service terms and conditions which will enable suitably qualified persons with a disability to seek and maintain employment and students to study with OMG wherever practicable. The policy complies with the Equality Act (2010) requirements and the wider expectations of the company's Equal Opportunities and Diversity Policy.

2. Student Admissions

2.1. The criteria for admission to particular courses of study will be made explicit to all applicants. OMG will ensure that such criteria do not create unnecessary barriers to disabled applicants.

2.2. OMG will make available information regarding the support facilities available to assist students with disabilities and physical access to and within buildings. OMG will convey the willingness of the course tutors to seek all possible, reasonable adjustments for candidates who are disabled to the applications, interview and admissions process, and to the courses of study applied for.

2.3. No applicant will be refused a place at OMG on the grounds of disability before an opportunity has been provided for full consideration of the required support or facilities. The decision by OMG to refuse an otherwise qualified candidate a place on the grounds that appropriate conditions of study cannot be provided will be taken by the Directors.

2.4. OMG will work with the local authority to provide education to students who cannot attend due to medical conditions and students who are returning to education. Re-integration plans will be implemented as required.

2.5. OMG may, very exceptionally, reject an application on the grounds of disability "where all reasonable adjustments to the content, structure or delivery of the chosen course of study would nevertheless prevent the applicant from fulfilling a major part of the intended course's agreed and

stated requirements", or "where OMG is unable to provide suitable staff or facilities to enable a particular disabled student to meet a major part of the course's agreed and stated requirements", or "where admission of a disabled student requires arrangements which would constitute a serious safety hazard which cannot be reasonably overcome."

- 2.6. If a disabled student is rejected on grounds other than academic, a record of the decision and the reasons for it will be kept centrally. OMG will give feedback to the applicant.
- 2.7. OMG will promote awareness and understanding of the ways in which curricular and other provisions may be accessible or inaccessible to disabled people, and accessibility will be regarded as a core value in the design and delivery of courses and programs of study and in other provisions made for students (see Accessibility Plan at Appendix A). Potential applicants or students may discuss the course curriculum in advance, and the teaching and learning activities entailed. This is with a view to ensuring, as far as possible, that any necessary adjustments are identified or sought.
- 2.8. OMG will provide appropriate mechanisms for the sensitive and lawful recording of information about disabled students and the communication of their needs to staff whose action is required to meet these needs. The operation of such systems will ensure that disabled students are well informed of their right to request confidentiality about the nature and extent of their disability, the purposes to which the information will be put, and the intended audience for such communications.
- 2.9. Appropriate modes of examination and assessment will be determined after discussion between the students and members of staff designated by OMG.
- 2.10. Any request for special consideration in relation to examination and assessment procedures must be supported by medical or other evidence.

3. Staff

- 3.1. OMG will make information available regarding the support facilities available to assist disabled applicants. Job descriptions will include a statement that conveys the willingness of the organisation to make all possible reasonable adjustments required by applicants to assist them in the application and interview process.
- 3.2. OMG will consider any reasonable adjustment to either the work environment or work process of disabled members of staff or applicants in accordance with the duties of the Equality Act (2010).
- 3.3. Any such reasonable adjustments will be made following consultation with the individual concerned and relevant staff in OMG. Where the proposed adjustments are deemed not to be reasonable, such a decision must first be confirmed by the Senior Management Team (SMT).
- 3.4. OMG's career development structures and processes will take account of any reasonable adjustments a disabled member of staff needs to perform the requirements of their post and will take account of these in setting and measuring the objectives and outcomes for that individual.
- 3.5. All reasonable adjustments will be made to assist disabled members of staff in participating in training and development activities.

4. Students and Staff

- 4.1. OMG will take all reasonable steps, within available resources, to enable participation by disabled students and staff in all aspects of the organisation on equal terms with other students and staff, thereby complying fully with the duties of the Equality Act (2010) and other relevant legislation.
- 4.2. A programme of improvement to the environments for learning, working, social interaction and living will continue to be implemented to support, as far as is reasonably practicable and within available resources, the full and effective involvement of disabled people and full compliance with the duties of the Equality Act (2010). To support that programme, OMG will encourage academic and administrative departments to review regularly the accessibility of their provision for disabled students and staff, to produce ideas and plans for improving access, support and services for students and staff with disabilities both in the short term and in the long term.
- 4.3. OMG will take all reasonable steps to ensure safe access and working, learning and living conditions within the company for all disabled students and staff.

5. Supporting Students with Disabilities

- 5.1. In further education, the funding for disabled students is delivered centrally to the education provider, and provision is made centrally. Practical delivery for the support recommended in the student's assessment of needs for DSA will be delivered primarily by the organisation's learning support provision.
- 5.2. This can include, for example, learning support, tuition, note-taking support etc. Students can use their DSA to buy support provided by OMG, manage their own DSA support, and purchase this from agencies. It is important that the student is carefully advised of their options and makes a clear and informed choice regarding the delivery of the support. The best support for the student would be that provided by OMG at a level suitable for post-16 study. The organisation will provide a named representative from their staff who has responsibility for coordinating the provision for disabled students. The Student Services Advisor at OMG will invite the named representatives from external organisations to attend twice-yearly meetings at the organisation. The meetings will focus on information exchange, staff development, and sharing of good practices in relation to the support of disabled students' needs.
- 5.3. Outlined below are the steps that OMG is expected to follow regarding providing support for students with disabilities.
 - Identification of student needs – at enrolment and during induction.
 - Reporting back on students' needs to all tutors involved in the course delivery and fully documenting the student's ILP.
 - Application to the local authority for disabled student's allowance by the Headteacher.
 - Level and provision of support agreed and by whom.
 - Review of all learning environments to ensure accessibility and that they meet the student's needs.
 - Alternative arrangements made for examinations and assessments and recorded in the exams office, with the awarding body and on the student's ILP.

6. Identification of Student Needs

- 6.1. OMG is expected to seek to identify students with potential support needs. This includes the following:
- Checking student application forms for details of any disclosed disabilities
 - Identifying any potential support needs at interviews or open days and ensuring those requirements are planned for
 - Encouraging disclosure of any longer-term needs
 - Considering any specific support needs at induction (e.g. ensure that the venue is accessible)
 - Encouraging screening
- 6.2. Screening for specific learning difficulties is offered to further education students free of charge. The Inclusion Lead will use a dyslexia checklist with students. They can then book in to see an advisor if they feel they would like to discuss it further.
- 6.3. Appropriate software, or an alternative screener, which screen for dyslexia and identifies learning styles, may be available, and students will be encouraged to use it. If the screening is positive for dyslexia, the student should be referred to an educational psychologist for a full diagnostic assessment.
- 6.4. Reference should be made to the Special Educational Needs (SEN) Policy for educational support.

7. Reporting on Students' Needs

- 7.1. OMG will hold data on students who have disclosed on their application or at online registration that they have a disability. The organisation is responsible for checking this information and for informing the wider team of students with disabilities who have not disclosed it. This will normally be done on an ongoing basis due to the roll-on roll-off courses we offer here. The Inclusion Lead will add the information received into the MIS system/ Online student file and will subsequently provide the organisation with an update on any action taken.
- 7.2. For high-needs students, an assessment will be carried out, and a report is sent to the student and the student's local education authority (or other funders), which includes any recommendations for support. A copy of the report will also be sent to the Inclusion Lead at OMG at the student's request. The local authority is responsible for approving the recommendations made in the report.

8. Provision of Learning Support

- 8.1. OMG is responsible for providing the identified support approved and funded by the local authority. There are a number of organisations that can provide assistance with meeting support needs.

- Dyslexia Action and The Professional Association of Teachers of Students with Specific Learning Difficulties can help source Learning Support tuition for students with dyslexia.
- The National Autistic Society can provide support for students with Asperger's syndrome.

There are also a number of agencies that may be able to source mentors and academic support workers to assist students with disabilities or learning difficulties:

8.2. Student Services and the Inclusion Lead at OMG can also provide information and advice to named representatives from partner organisations with regard to meeting the support recommendations made in the assessment of needs report. Where possible, they will help to identify sources of support (e.g. training in the use of assistive technology).

8.3. Student disability advice follows OMG's policies for data protection and mental health.

9. Accessible Learning Environments

9.1. Under the current legislation, there is a requirement that all learning environments should be accessible to disabled students. This might include, for example:

- Accessible teaching materials
- Physical adjustments to equipment to give an accessible learning environment, e.g. desks, chairs, laptops etc.

9.2. OMG is advised to ensure that assistive and enabling technology is available to support access to the teaching and learning environment for students with disabilities. A loan pool of laptops with appropriate software is available to students at OMG for this purpose.

10. Alternative Arrangements for Examinations and Assessments

10.1. The Inclusion Lead will ensure all alternative arrangements for examinations and assessments are in place prior to the exam/assessment taking place and notify the awarding body accordingly. The examination officer will be responsible for ensuring all alternative arrangements are carried out.

11. Disability Awareness

11.1. OMG will provide advice, information and training to increase awareness among staff and students of this policy and to give confidence and practical skills to those who will be working at different levels with disabled students and staff.

11.2. The protection and implementation of this policy is the responsibility of OMG and everyone in it. All staff and students have a personal responsibility to adhere to and apply this policy.

12. Complaints Procedure

- 12.1. OMG endeavours to provide an environment that is supportive and fair. Where problems relating to the operation of this policy do occur, students and staff are encouraged to advise the Board of Directors as soon as possible.
- 12.2. Where a student complaint is not dealt with to the satisfaction of the complainant at an informal level, the student should raise a formal complaint and follow the Complaints, Compliments and Concerns Policy.
- 12.3. Where a staff grievance is not dealt with to the satisfaction of the complainant at an informal level, a grievance should be raised formally under the Grievance Policy and Procedure.

APPENDIX A: Accessibility Plan

This plan details OMG's intentions to enable access for disabled students in terms of the buildings, the curriculum and information.

The key objectives (in line with DfE guidance) are:

- to increase access for disabled students to the curriculum
- to improve access to the physical environment of the centre
- to improve the delivery of written information to disabled students when appropriate

PHYSICAL ACCESS AIM	STRATEGY (See section 1 below)	ACTIONS/TIMESCALES
<p>To ensure the company is aware of all areas of the premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.</p> <p>To identify aspects of the centre where there are particular barriers for pupils with sensory impairment.</p> <p>To identify areas that cannot be made physically accessible.</p>	<p>Physical access is audited as part of the company's access audit, and use the information to draw up an action plan to address any needs identified.</p>	<p>Physical access audit complete for OMG locations, and reviewing schedule is every year in September.</p>
<p>To review regularly, and at least annually as part of the review of SAR, all areas of the company in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.</p>		

CURRICULUM ACCESS AIM	STRATEGY (See section 2 below)	ACTIONS/TIMESCALES
<p>To make all staff aware of the implications of the DDA and the range of identified disabilities</p> <p>To make staff aware of the National Curriculum Inclusion Statements i.e.</p> <p>Setting suitable learning challenges</p> <p>Responding to pupils' diverse learning needs</p>	<p>See section 2 for an audit of curriculum access.</p>	

<p>Overcoming potential barriers to learning and assessment for individuals and groups of pupils. To ensure all staff use these to inform differentiated planning and provision across the centre. To make all staff aware of available specialist support. To identify INSET needs. To carry out a centre audit of the 'wider curriculum' e.g. clubs, centre visits etc., to ensure that disabled pupils can participate</p>		
<p>To look at potential intake for the following term/year to identify support needs</p>	<p>To liaise with the feeder centres and interviews with new students and parents to take place to identify any barriers to access.</p>	<p>Interviews take place during the Summer term. Needs identified and addressed as necessary.</p>

ACCESS TO INFORMATION AIM	STRATEGY (See section 3 below)	ACTIONS/TIMESCALES
<p>To identify any materials and events where access to information may need to be adapted in order to ensure that disabled pupils and/or parents have full access to information.</p>	<p>Refer to section 3 and create alternative means of communication as needs are identified. To maintain the above practice and review on an annual basis.</p>	<p>All publicity to carry the Company disability statement. Information is available for parents and students in a variety of formats when requested.</p>

Section 1: Physical Access Strategy

STATEMENT	EVIDENCE	ACTION REQUIRED
<p>The size and layout of areas allow access for all pupils, including Academic areas e.g. classrooms, assembly hall, outdoor facilities, social facilities, e.g. common rooms, outside areas</p>	<p>OMG, Education sites are designed and built to meet current accessibility standards. The training centre is laid out across three floors with door widths and ramps wheelchair accessible.</p>	<p>None required</p>
<p>Pupils who use wheelchairs can move around the centre via the lift without experiencing barriers to access, such as those caused by doorways, steps and stairs. Toilet facilities have adequate</p>	<p>4 Pinchin Street was designed and built to meet current accessibility standards. It is laid out across two floors with door widths and lifts that are wheelchair accessible.</p>	<p>None required</p>

room to accommodate a hoist and changing beds if needed.	4 Pinchin Street has a unisex-accessible toilet with handrails and an emergency alarm	
Pathways of travel around the OMG site and parking arrangements are safe, logical and well-signed.	As a small building of 500 square metres, there are no issues with pathways of travel.	None required
Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability.	The two fire marshalls are trained on how to support the evacuation of students with visual impairment.	None required
Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.	Décor and signage are clear and displayed clearly in reception and across the centre.	None required
All areas to which pupils have access are well-lit.	All areas of the buildings are well-lit, including emergency lighting in the case of a fire. The building team ensure that new bulbs are purchased/replaced as required.	None required
Steps are taken to reduce background noise for hearing-impaired pupils, e.g. consideration given to a room's acoustics, noisy equipment etc.	Acoustic treatments have been completed. Tutors are instructed to monitor/manage studio sound levels.	None required

Section 2: Curriculum Access Strategy

STATEMENT	EVIDENCE	ACTION REQUIRED
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	Company lead and support tutors are made aware of students' individual needs and can access further information and support via the Inclusion Lead central database.	Additional specialist one-one support sourced through local authorities for young people with severe additional learning support needs (before a young person is approved to start)
Classrooms are optimally organised for disabled pupils.	All students have access to all centre classrooms. Seating and tables are arranged to ensure optimal opportunities for effective learning and teaching—and projectors in all classrooms.	Ongoing development of ICT facilities

	Teachers are provided with information/training regarding the individual needs of students with hearing/visual impairments and other physical barriers to learning and participation.	
Lessons provide opportunities for all pupils to achieve	Differentiation for student diversity is central to lessons/extracurricular activity provision across the Academy. Tutor support is targeted at students who require additional assistance in appropriate subjects.	Ongoing development of schemes of work and lessons to integrate differentiation by task, resource, support or outcome to allow all students to access appropriate learning goals.
Lessons are responsive to pupil diversity.	Differentiation for student diversity is central to lessons/extracurricular activity provision across the centre. The new Inclusion handbook is a resource to assist teachers in this area.	Teachers continue to plan for differentiation in teaching and learning.
Lessons involve work done by individuals, pairs, groups and the whole class.	Classroom learning and teaching activities integrate opportunities for paired and group activities in addition to groupings catering for visual, auditory and kinaesthetic preferred learning styles.	Ongoing development of learning and teaching approaches integrating, for example, self and peer assessment opportunities (Assessment for Learning).
All pupils are encouraged to take part in music, drama and physical activities.	The provision has opportunities for study in these areas as both statutory curriculum provisions. Particular focus has been given to students who have been identified as nonparticipants in additional physical activity with a view to engaging them.	Continue to develop student involvement in extracurricular activities (target=100%). Extracurricular activities/opportunities/parental engagement to be discussed at Meet the Tutor Day.
All staff recognise and allow for the mental effort expended by some disabled pupils, e.g., slow writing speed for dyslexic pupils.	Differentiation for student diversity is central to lessons/extracurricular activity provision across the centre. SEND/ILP information is available on staff public—training tools on VLE. Staff CPD training is available and is ongoing.	All relevant staff receive information via student ILPs. Inclusion Leads to continuing to raise awareness of additional needs.
All staff recognise and allow for the additional time required by	Lesson planning in practical subjects integrates	As above.

some disabled pupils to use equipment in practical work.	differentiation by task, resource, support or outcome to allow all pupils to access common learning goals.	
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education.	A Consultation takes place with referring centre / LA when necessary to plan appropriate programmes. Students and parents play a key role in planning appropriate alternative experiences.	Currently, there are no activities in which young people with disabilities are not able to participate.
Access to computer technology is appropriate for students with disabilities.	All ICT resources are available to all students. In addition, for students with specific learning needs, laptops are available for additional access to ICT.	Ongoing development of ICT facilities to further enhance the learning opportunities for students with SEN.
Site visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment.	All extracurricular activities and trips are open to all students.	Nil at this time.
All staff have high expectations of all pupils.	Student target setting, monitoring and reporting mechanisms ensure that all staff are aware of the academic capabilities of all students.	Intervention is required for individuals and/or groups of students.
All staff seek to remove all barriers to learning and participation	In addition to the pastoral system supporting all students at our provision, ensuring they are aware of and actively work to achieve their academic and personal potential.	Ongoing action raising levels of staff awareness of student diversity and strategies to cater for the learning needs of all students

Section 3: Access to Information Strategy

STATEMENT	EVIDENCE	ACTION REQUIRED
The provision liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.	All current publicity carries the Academy accessibility statement signposting how to access further support.	Liaise with LA support service to provide appropriate advice on the production of standard forms of printed information should the need arise.
The provision ensures that, both in lessons and at meetings for parents, information can be presented in a 'user-friendly' way for people with disabilities, e.g.	In lessons: information is presented in a way that all students can access. In presentations to parents, there are PowerPoint presentations on	Liaise with the LA to provide staff with guidance on presenting lessons/parents' information evenings in a user-friendly way should the need arise.

by reading aloud, PowerPoint presentations and describing diagrams.	large screens in every training room.	
The centre has and uses facilities such as ICT to produce written formats. If this is not the case, the centre knows where to access this facility, e.g. the Visually Impaired Service for assistance with Braille.	Resources produced are suitable for all students and adapted to individual needs.	To liaise with the LA support service should the need arise.
Staff are familiar with technology and practices developed to assist people with disabilities.	Staff adapt resources to address the needs of the individual – SEND team of staff available for support/guidance.	Training would be sourced should the need arise.