

## EQUAL OPPORTUNITIES POLICY (Incorporating the Accessibility Plan)

<b>Policy Code</b> OPC/1	<b>Authorisation Date</b> April 2023	<b>Next Review Date</b> April 2025
<b>Enquiries Contact:</b> support@uk.oneschoolglobal.com	<b>Approval Authority</b> OSG UK Board	<b>Policy Author</b> Ted Picton
<b>Associated Documents</b> <ul style="list-style-type: none"> <li>• Safer Recruitment Policy</li> <li>• Staff Grievance Policy</li> <li>• Disclosure in the Public Interest (Whistleblowing) Policy</li> <li>• Staff Discipline Policy</li> <li>• Safeguarding and Child Protection Policy</li> <li>• Enrolment Application Form</li> <li>• Admissions Policy</li> <li>• Curriculum Documents</li> <li>• Examination Policy and Handbook</li> <li>• Learning Support SEND Policy and Handbook</li> <li>• Ethos and Guiding Principles</li> <li>• Behaviour Management Policy</li> <li>• Spiritual, Moral, Social and Cultural Policy including Fundamental British Values</li> <li>• School Improvement Plan</li> </ul>		

### 1. INTRODUCTION/POLICY STATEMENT

- 1.1. The Trustees of OneSchool Global UK (OSG UK) are firmly committed to equal opportunities, are an equal opportunities employer and will ensure that no person should be prevented from taking part in the life of the Campus as a result of any protected characteristic outlined in the Equality Act 2010 and in accordance with the Campus being designated as having a religious character.
- 1.2. At our Campus, we benefit from diversity of experience in culture, the needs of the individual, the group and the community as a whole.
- 1.3. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the Campus community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.
- 1.4. We aim to empower our students to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the Campus community and a common understanding of the pivotal role of equal opportunities in the context of the Campus' ethos and values. In particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.
- 1.5. Each student, staff member, parent and community member uphold the Campus values of integrity, care and compassion, respect, responsibility and commitment.

## 2. PURPOSE

OSG UK Bristol Campus (hereafter 'the Campus') embraces diversity and welcomes differences, celebrates culture, respects the needs of the individual, the group and Campus community as a whole. The Campus aims to create an equal opportunities community in which all adults, children and young people feel valued, thrive and achieve their potential.

In line with the Equality Act 2010 and following principles of good practice, the Campus understands equal opportunities to describe an environment in which no child, young person or adult is prevented from taking full part in the life of the Campus. This Policy ensures that the protected characteristics set out in the Equality Act 2010 are inclusive to the culture, policy and practice of this Campus.

## 3. SCOPE

The Campus takes the responsibility to apply this policy in practice. It has a responsibility to every employee to ensure that equality of opportunity is observed and that there is a moral and legal duty not to discriminate (either directly or indirectly) against any individual or individuals

Any form of discrimination is taken seriously by the Trust, and any act of discrimination by an employee will be regarded as a disciplinary matter and will be dealt with according to the Trusts Disciplinary Procedure; which could result in gross misconduct and dismissal.

## 4. DEFINITIONS

Term	Definition
Child	For the purpose of this policy, this means all students at the Campus
Direct Discrimination	This is when persons are treated worse than another person or other people because they have a protected characteristic, or someone thinks they have that protected characteristic (known as discrimination by perception), or they are connected to someone with that protected characteristic (known as discrimination by association)
Indirect Discrimination	When there is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic, and persons are disadvantaged as part of this group
Protected Characteristics	Groups of persons that fall within the following characteristics are protected against discrimination by equality legislation: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation

## 5. POLICY STATEMENT

### 5.1. INTRODUCTION

- 5.1.1.OSG UK are firmly committed to equal opportunities, are an equal opportunities employer and will ensure that no person should be prevented from taking part in the life of the Campus as a result of any protected characteristic outlined in the Equality Act 2010 and in accordance with the Campus being designated as having a religious character.
- 5.1.2.At our Campus, we benefit from diversity of experience in culture, the needs of the individual, the group and the community as a whole.
- 5.1.3.Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are

a valued member of the Campus community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

5.1.4. We aim to empower our students to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the Campus community and a common understanding of the pivotal role of equal opportunities in the context of the Campus' ethos and values. In particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

5.1.5. Each student, staff member, parent and community member uphold the Campus values of integrity, care and compassion, respect, responsibility and commitment.

## **5.2. POLICY AIMS AND OBJECTIVES**

5.2.1. The Trustees and Campus leadership, through their adopted Equal Opportunities Policy, aims to:

- Carry out their legal duty in complying with the relevant legislation (including The Equality Act 2010);
- Reinforce the Campus' position as a provider of high-quality education and as a good employer providing development opportunities;
- Ensure that equality remains high on the Campus' strategic agenda;
- establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- Achieve a staffing composition that reflects the composition of the wider community;
- Ensure all staff work together with a shared sense of purpose to meet the needs of every student;
- Ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- Ensure that complaints or evidence of failure to comply with the Campus' equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary or grievance procedure as appropriate). All forms of discrimination by any person within the Campus' responsibility will be treated seriously as such behaviour is unacceptable.

## **5.3. POLICY AND PLANNING**

5.3.1. Equal opportunities implications, including race equality, will be considered and recorded whenever Campus policies are developed or reviewed. All policies will be regularly reviewed.

## **5.4. EMPLOYMENT MATTERS**

5.4.1. Appointments: in all staff appointments the best candidate will be appointed based on strict professional criteria.

5.4.2. Family-friendly policies: OSG UK is a family-friendly employer and will do its best to respond to the changing needs of all staff by publicising existing schemes designed to support employees in combining work and other responsibilities (parental leave arrangements, job share opportunities, flexitime where appropriate, carers' leave provision).

## **5.5. TRAINING AND DEVELOPMENT**

5.5.1. The success of the Equal Opportunities Policy is closely linked to the provision of relevant training.

5.5.2. The Campus will endeavour to:

- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;

- Provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs;
- Promote greater awareness of equal opportunities and the contribution which staff, trustees, parents and students can make;
- Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The Campus places great importance on the relationship between team leaders and their teams and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the Campus's performance management system.

## **5.6. REASONABLE ADJUSTMENTS**

- 5.6.1. The Campus has a duty under the Equality Act 2010 to make reasonable adjustments for students with special educational needs and/or disabilities
- 5.6.2. The duty does not extend to changing physical features but it does include a duty to provide auxiliary aids and services where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled
- 5.6.3. The duty also applies to making reasonable adjustments for any member of staff who may have a disability to enable them to carry out their duties effectively.

## **5.7. STUDENTS AND THE CURRICULUM**

- 5.7.1. The Campus follows student admission policies that do not permit sex, race, colour or disability to be used as criteria for admission. The Campus' aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origin. Students should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all students. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly.
- 5.7.2. Equal opportunities issues will be taken account of in planning the curriculum. This will be reflected in curriculum planning documentation.
- 5.7.3. The Campus will ensure that neither gender is treated preferentially in the planning and delivery of the curriculum and that comparable activities will be provided.

## **6. PROCEDURES**

### **6.1. MONITORING, REVIEW AND EVALUATION**

- 6.1.1. Monitoring with respect to employment will be undertaken in the following areas on at least an annual basis by sex, race, disability, grade and subject area:
- Composition of the school staff
  - Recruitment trends
  - Take up of training opportunities
  - Promotion patterns
  - Use of complaints procedure
  - Use of grievance, disciplinary etc.
  - Use of sanctions;
  - Take-up of family-friendly policies, e.g. flexible working arrangements.
  - Monitoring and evaluation of equality opportunities for students takes the form of:
    - Scrutiny of planning and all students' work
    - SMSC, Spiritual, Moral Social and Cultural Policy
    - Behaviour Management including observations as students arrive at school and in shared areas throughout the day
    - Observations of the progress of all students during lessons
    - Surveys and formal and informal discussions with students, staff, parents and carers
    - Analysis of data including participation in the SLASC Census, student assessment, target setting, attendance and behaviour

## 7. GUIDELINES

- DfE Equality Act Advice to Campus May 2014: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-Campus>
- DfE Regulations for Independent Schools – Schools of Special Religious Character
- Equality of Human Rights Commission website, legal, policy, employer guidance and legislation link: <http://www.equalityhumanrights.com/legal-andpolicy/legislation/equality-act-2010>
- Equality Act 2010 legislation and employer guidance: <http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010>
- Children and Families Act 2014
- Education (Independent School Standards) (England) (Amendment) Regulations 2014
- Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
- Building Regulations 2010
- Education (Independent Campus Standards) (England) Regulations 2010
- Regulatory Reform (Fire Safety) Order 2005

## 8. ATTACHMENTS

- Appendix 1 – Accessibility Audit
- Appendix 2 – Accessibility Plan
- Appendix 3 – Environmental Audit

## VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
OPC/1	13.08.2020	3.1	Minor clarification on law applying to Equal Opportunities
OPC/1	March 2021	4.0	Full policy review
OPC/1	March 2023	5.0	Minor updates to policy

## Appendix 2 - Accessibility Plan 2022-2025 (updated May 2023)

### Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Key Aims

To increase and eventually ensure for students/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the Campus community.

### Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably
  - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties trustees have regard to the Equality Act 2010

- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### Increasing Access for disabled students to the Campus curriculum

*This includes teaching and learning and the wider curriculum of the Campus such as participation in leisure and cultural activities or educational visits.*

- Personalised planning for all students
- Appropriate resources to support learning
- Use of additional adults to support learning
- Offering different pathways as required
- Offering a range of qualifications to offer success and challenge
- Ensure all trips are accessible and if not provide alternative inclusive experiences
- Set appropriate targets and monitor progress effectively
- Access to additional support through tutors in addition to class teachers
- Termly review of Concern register, including EHCP provision
- Provision of appropriate training to maximise access for all

### Improving access to the physical environment of the Campus

*This includes improvements to the physical environment of the Campus and physical aids to access education.*

- All refurbished areas to meet latest building regulations



- Consider the needs of those with a physical impairment – ramps, handrails, lifts, stair lift, flooring, doors, transport, toilets, changing rooms, showers, different height furniture, physical aids
- Consider the needs of those with a visual impairment – décor, lighting, visibility markings, stencilled glass,
- Consider the needs of those with a hearing impairment – beacons on alarms, hearing loops, acoustics
- Consider students well-being – access to additional adult support, quiet rooms, sensory room, lockers

### Improving the delivery of written information to disabled students

*This will include planning to make written information that is normally provided by the Campus to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about Campus events. The information should take account of students' disabilities and students' and parents preferred formats and be made available within a reasonable time frame.*

- Specific needs identified in pupil passports
- Clear signage, alarms and visual indicators
- Accessible printed resources for all – paper colour, font type and size, braille,
- Use of visuals to support learning
- Use of sign language
- Use of technology, laptop overlays, text to speech function, change of font type and size

### Financial Planning and control

The Head Teacher, Regional Principal, CA Team and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.



## Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Date to be actioned	Projected cost	Notes
<b>Ensure that the curriculum is accessible for all</b>	<p>Staff to plan for each individual in their class to remove barriers to learning and provide appropriate support in individual lesson and through the APDR process.</p> <p>Open Awards scheme running alongside GSCE provision.</p> <p>– ASDAN introduced as part of Post 16 provision.</p> <p>- LIBF course introduced for students on alternative pathways.</p>	<p>Class teachers</p> <p>PCY / TA team</p> <p>PCY / TA team</p>	<p>Sept 2022 and ongoing</p>		<p>See Pupil Passports</p> <p>Measured by attainment/progress data</p> <p>Course Guides</p> <p>Alternative Pathways Plan</p> <p>See Pupil Passports/ILPs and Personal Provision Maps.</p> <p>Measured by attainment /progress data/ losing any</p>

					identified Gaps/ Impact of bespoke interventions.
<b>For students to be able to build a portfolio of qualifications that they can build on</b>	<p>For students to be offered appropriate qualifications in addition to OSG core offer, Open Awards and ASDAN.</p> <p>Open Awards scheme running alongside GSCE provision.</p> <p>- ASDAN introduced as part of Post 16 provision.</p> <p>- LIBF course introduced for students on alternative pathways.</p>	<p>Curriculum lead- ABE</p> <p>Regional Curriculum Lead- COY</p>	<p>Sept 2022 and ongoing</p> <p>New provision reviewed annually.</p> <p>Long identification of personalised pathways in Career Connections from Year 9</p>		<p>See Pupil Passports</p> <p>Measured by attainment/progress data</p> <p>See SEND handbook alternative curriculum.</p>
<b>For students to achieve a range of qualifications</b>	<p>For students to be able to follow appropriate curriculum pathways.</p>	<p>Campus Principal EBN (June 23)</p> <p>LSCO - PCY</p> <p>Regional SENCO - AS</p> <p>Regional Principal - CGY</p>	<p>Sept 2022 and ongoing</p> <p>New provision reviewed annually.</p>		<p>See Pupil Passports</p> <p>Measured by attainment/progress data</p> <p>See SEND handbook alternative curriculum.</p>

<p><b>For travel to be accessible for all</b></p>	<p>No specialist transport required at this point or from Wonder Years information.</p>	<p><b>School staff</b> <b>OneBus manager</b></p>	<p>To be reviewed continually – adapting to varying needs of students.</p>		<p>For trips with SEND pupils ensure there is one TA on the trip.</p>
<p><b>Risk assessments to be completed for individuals as appropriate</b></p>	<p>Range of activities in school building</p> <p>Range of activities within the school environment</p> <p>School trips</p> <p>Individual behavioural risk assessments will be created if required.</p> <p>Medical Individual Health Care Plans are in place for CSH (Diabetes).</p> <p>No incoming students, that we are aware of, that will require individual risk assessment.</p> <p>Risk Assessments completed for workplace and full accountability and provision plans.</p>	<p><b>Health and safety Lead - ISL</b></p> <p><b>LSCO - PCY</b></p> <p><b>Trip / visit coordinator - NPY</b></p>	<p>Risk assessments completed as needed for activities / Career Connections candidates.</p>		<p>Refer to any Healthcare plans CSH – Leaver in Jan 24</p>

			As required for any future work experience of Career Connections candidates.		
<b>Written communication to be accessible for all</b>	<p>Use of coloured overlays for reading and textbooks. Overlays are also available on laptop if required.</p> <p>Screen resolution adapted for some pupils.</p> <p>Visuals for students who require support.</p> <p>Open Dyslexic font available if required.</p> <p>Personalised canvas courses for EHCP students who requires simplified and differentiated work.</p> <p>Signage is up to date and clear.</p>	<p>Teaching staff</p> <p>LSCO - PCY</p> <p>Admin team</p>	Sept 2022 and ongoing		Refer to EHCPs/My Success Plans/Healthcare Plans
<b>Staff training</b>	<p>Weekly programme of training for staff.</p> <p>SEND and Student Wellbeing are standing items on all weekly staff meetings, as a result if further training is required it will be sourced and funded.</p>	<p>Teaching staff</p> <p>Support staff</p>	OSG CPD programme is in place – see CPD calendar.		

	OSG are planning to offer a range of training provided by NASEN for Teaching Assistants to choose relevant to the pupils that they are working with.	Learning Support National Lead – KES  LSCO – PCY  SENCO - AS			
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Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Date to be actioned	Projected costs	Notes
<b>To develop the physical environment to make it accessible for those with a physical impairment.</b>	<p>Consideration has been given to classroom design and children can pick from a variety of furniture they are comfortable working at.</p> <p>Currently most of the school is accessible, including one learning centre. We could accommodate any student through appropriate timetabling. This has been done previously for temporary injuries.</p>	<p>Campus Principal - EBN</p> <p>Trustees</p> <p>Site manager - ISL</p> <p>Outside professionals</p>	Sept 2022 and ongoing		<p>Consider OT assessment or support from the local authority advisory team – Occupational therapy commenced in Sept 2022.</p> <p>Carry out any risk assessments required.</p>

	<p>Disabled car parking available for all stakeholders.</p> <p>We would ask all visitors to let us know if they had any particular needs.</p> <p>We ask all teachers to set up their physical environments to be accessible for all.</p> <p>Consider how to make Art Block fully accessible – disused lift could be refurbished if required.</p>	(Occupational therapist – CWB)			
<b>To develop the physical environment to make it accessible for those with a hearing impairment.</b>	<p>We do not currently have any students with hearing impairment, but have the following provision for visitors or wider stakeholders.</p> <p>Healthcare plan and environmental audit will be put in place as required.</p> <p>We would ask all visitors to let us know if they had any particular needs.</p>	<p>Campus Principal - EBN</p> <p>Trustees</p> <p>Site manager - ISL</p> <p>LSCo - PCY</p> <p>Outside professionals</p>	Reviewed annually with each new cohort.		<p>Consider support from the local authority advisory team/Healthcare professionals</p> <p>Review EHCP/Healthcare plans</p> <p>Include in pupil passports</p> <p>Carry out risk assessments</p>
<b>To develop the physical environment to make it accessible for those with a visual impairment.</b>	<p>We do not currently have any students with visual impairment, but have the following provision for visitors or wider stakeholders.</p>	<p>Campus Principal - EBN</p> <p>Trustees</p>	Reviewed annually with each new cohort.		<p>Consider support from the local authority advisory team /Healthcare professionals</p>

	<p>Lighting, notice boards and placement of furniture are all designed for ease of use.</p> <p>Staff would encourage children with glasses to wear them and sit in the correct place for their maximum comfort.</p> <p>We would ask all visitors to let us know if they had any particular needs.</p>	<p>Site manager - ISL</p> <p>LSCo - PCY</p> <p>Outside professionals</p>			<p>Review EHCP/Healthcare plans</p> <p>Include in pupil passports</p> <p>Carry out risk assessments</p>
<p><b>To develop the physical environment to make it accessible for those who require support for well-being.</b></p>	<p>We have quiet working spaces available in both learning centres. Children are able to self-select work areas, including 'working alone' booths.</p> <p>Self-directed learning allows children to regulate their own activity and feel secure in their work environment.</p> <p>Adult oversight to support students to encourage appropriate choices if required.</p>	<p>Campus Principal - EBN</p> <p>Trustees</p> <p>Site manager</p> <p>LSCo – PCY</p> <p>SENCO - AS</p> <p>Outside professionals</p>	<p>Reviewed annually with each new cohort.</p>		<p>Sensory Room available</p> <p>Learning centre efficiency reviewed termly and adjustments made accordingly. Focus on Learning to Learn framework January 2023.</p> <p>Tutor bases reorganised and relocated in Jan 23.</p>



Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Date to be actioned	Projected costs	Notes
<p><b>To develop the physical environment to make it accessible for those with an impairment</b></p>	<p>Physical access: handrails, ramps, all push doors, car parking, meeting rooms, rooms for professional visitors (including healthcare professionals), visitor toilets signage.</p> <p>Physical environment – lighting interior/exterior, décor all OSG, signage, sound proofing, alarms.</p> <p>Adjustments to work spaces – décor, lighting, furniture for all users.</p> <p>If a visitor or student required adaptation for either a temporary or long-term disability, modifications would be made.</p>	<p>Campus Principal - EBN</p> <p>Trustees</p> <p>Site Manager - ISL</p> <p>Health and Safety manager - ISL</p> <p>LSCO - PCY</p> <p>Teaching staff</p>	<p>Reviewed annually with each new cohort.</p>		<p>Consider all stakeholders</p> <p>Staff</p> <p>Students</p> <p>Parents</p> <p>Professionals</p> <p>Contractors</p>

<p><b>To ensure effective communication</b></p>	<p>We are not currently aware of any children or stakeholders that require any alternative form of communication. But do offer meetings via Zoom, telephone or face to face as an alternative to written communication.</p>	<p>Campus Principal - EBN Trustees Site Manager-ISL Health and Safety manager LSCO/SENCO Teaching staff</p>	<p>Reviewed annually with each new cohort.</p>		<p>Consider all stakeholders Staff Students Parents Professionals Contractors</p>
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<p>Access to the curriculum - statutory</p>					
<p>Accessibility Outcome</p>	<p>Action to ensure Outcome</p>	<p>Who responsible</p>	<p>Date to be actioned</p>	<p>Projected costs</p>	<p>Notes</p>
<p><b>Ensure that all worksheets and text are accessible</b></p>	<p>Work sheets: Font type, size, colour Paper colour</p>	<p>Teaching staff Support staff</p>	<p>Sept 2022 and ongoing.</p>		<p>See pupil passports Review EHCPs</p>

	<p>Use of overlays used as necessary and appropriate. Reading pen is being trialled.</p> <p>Canvas documents: Font type, size, colour, use of overlays, computer reader available on One Note. Reading rulers are available.</p> <p>Looking into interactive PDF examination papers for EDEXCEL examinations – if required.</p>	LSCO - PCY			Access arrangements
<b>Learning aids and Laptops</b>	<p>Laptop with additional software – for example enlarged text and text to speech conversion, speech recognition software can be offered where appropriate.</p> <p>Assistive technology such as wireless mice could be available if required. Sensory equipment, fiddle toys, wobble cushions, timers are all readily available. Fine motor skills development toys also available.</p>	<p>Campus Principal - EBN</p> <p>LSCO – PCY</p> <p>SENCO - AS</p> <p>IT support</p>	Ongoing provision reviewed termly according to access arrangement requirement.		<p>See pupil passports</p> <p>Review EHCPs</p> <p>Access arrangements</p> <p>Professional advice</p>
<b>School trips</b>	Additional risk assessments and reasonable adjustments to enable inclusion and access to school trips. Or planned alternative inclusive activities.	<p>Teaching staff</p> <p>Support staff</p>	Ongoing as required		<p>See pupil passports</p> <p>Review EHCPs</p>

		Health and safety advisor Trip coordinator - NPY			Professional advice
<b>Staff training</b>	<p>Dependent on needs, learning support staff and teachers may need additional training to support visual/hearing impairments, physical disabilities or conditions such as ADHD, ASD.</p> <p>Learning Support CPD project involves all members of the department to complete an extensive study on one of a variety of conditions including ADHD, ASD, Dyslexia, Dyscalculia, SEMH from September 2022.</p>	<p>Campus Principal - EBN</p> <p>Trustees</p> <p>LSCO – PCY</p> <p>SENCO - AS</p>	OSG CPD programme is in place – see CPD calendar.		<p>See staff reviews</p> <p>See pupil passports</p> <p>Review EHCPs</p> <p>Professional advice</p>

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Date to be actioned	Projected costs	Notes
<b>Policies, procedures and instructions</b>	School office to provide support to students, parents and professionals as necessary – including potential copies in braille, varying font type, size and colour or translated copies of texts.	Campus Principal - EBN  School office staff	No current need – provision is ongoing as required.		Offer alternatives to new parents and visitors
<b>EHCP Plans &amp; reviews</b>	On receipt or review of EHCP make information and guidance available in required accessible format (eg braille, audio).	LSCO - PCY  Campus Principal - EBN	As required at the time of Annual Review with the LA.		See EHCP plans  Review needs of attendees at EHCP/review meetings
<b>Staff Training</b>	Dependent on needs, staff may require additional training to support identified impairment or disabilities.  No additional requirements known at present, but staff training would be developed specific to need if this was to change.	Campus Principal - EBN  Trustees	OSG CPD programme is in place – see CPD calendar.		Review current cohort of students and planned intake.