



ACHIEVING MORE TOGETHER

# Accessibility Plan

Ormiston SWB Academy

## Statement of intent

This plan outlines the proposals of the governing body of Ormiston SWB Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

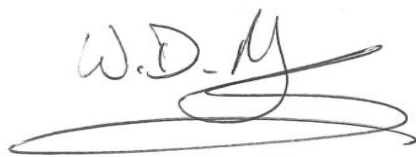
Signed by:



Principal

September 2024

Date:



Chair of governors

September 2024

Date:

Next review date: Spring 2026

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## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Newer staff members do not know have the established skill set to ensure that all curriculum materials are accessible	Audit of LTP/MTP and new staff skills set	Principal Directors of Subject Directors of Year Subject Teachers SENDCO	Spring 2025	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2025
	Newer staff members may not have the relevant knowledge and skillset to support pupils with more complex and specific SEND needs	Ongoing training through CPD for teachers and support staff on particular SEND needs e.g. sensory processing disorder, attachment (e.g. external providers: Outreach Service, Specialist Teacher, Sensory Inclusion Service)	Principal External Advisors SENDCO OAT SEND LP	Spring 2025	Staff members have the skills to support children with SEND	Summer 2025

Medium term	Pupil Learning Plan information is not always effectively accessible for teaching staff to inform seating plans and personalise strategies	Ongoing quality assurance of current learning plans. Ongoing cycle to introduce student profiles to replace learning plans designed to convey information to teaching staff more effectively	Principal SENDCO OAT SEND LP Quality of Education Team	Autumn 2024	Pupils with SEND can access lessons	Autumn 2025
Long term	Transfer of information from and between educational settings is not effectively established, impacting the advance planning for students with complex and specific SEND needs	Multi Agency Panel meetings scheduled to involve external agencies and relevant staffing from educational settings	SENDCO External Agencies Assistant Principal - Personal Development	Summer 2025	Advance planning to support effective transition of SEND students with complex needs into the Academy	Autumn 2025
<p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.</i></p>						

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management does not know if the academy's physical environment is accessible	Audit of physical environment	Site Team Health and Safety Lead Building surveyors SENDCO	Autumn 2024	Academy is aware of accessibility gaps to its physical environment, and will make a plan to address them	Autumn 2025
	Wheelchair access and appropriate learning facilities	Evac Chair installation Disabled toilets maintenance (included motorized lift) Classroom accessibility furniture installed	SENDCO Site Team Health and Safety Lead Medical Officer	Autumn 2024	All areas of the academy are accessible by wheelchair	Autumn 2025
<b>Medium term</b>	Learning environment of pupils with visual impairment is not accessible	Ongoing support from Sensory Inclusion Service	SENDCO Site Staff Academy Business Manager	Spring 2024	Learning environment is accessible to pupils with visual impairments	Summer 2025
	Toilets are not accessible	Access to disabled toilets on each floor Handrails installed	Academy business manager Site Staff	Autumn 2024	Access to toilets is increased	Summer 2025

<b>Long term</b>	Children with physical disabilities cannot access academy buildings	New construction projects are developed with physical impairment and access included in design	Academy business manager/ building contractors	Autumn 2024	Academy buildings are fully accessible	Autumn 2025
	Enhancements to signage compliant with Disability Discrimination Act (1995) guidance	General and emergency signage including evac chair	Site Staff Academy Business Manager	Autumn 2024	Ensure the building is accessible and traversable to all users in line with current legislation	Autumn 2025
<p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.</i></p>						

## Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not know whether academy information is accessible or not	Audit of information delivery procedures	SENDCO ICT Lead Technician	Autumn 2024	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2025
	Academy does not know how to make written information accessible	Academy seeks advice from external advisors	SENDCO ICT Lead Technician	Autumn 2024	Academy is aware of local services for converting written information into alternative formats	Summer 2025
	Accessibility of academy information for students/families with SEND	Audit of information delivery procedures and revisions as appropriate	SENDCO External Agency Support ICT Lead Technician	Autumn 2024	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2025
	Accessibility of academy information for EAL students/families	Audit of information delivery procedures and revisions as appropriate	Academy Business Manager ICT Lead Technician	Autumn 2024	Academy is aware of local services for converting written information into alternative formats	Summer 2025
Medium term	Written information is not accessible to pupils with visual impairments	Support from Sensory Inclusion Service to ensure materials are accessible for students with visual impairment Enlarged materials including specific fonts	SENCO ICT Lead Technician Reprographics External Agency Support – SIS	Spring 2025	Written information is fully accessible to children with visual impairments	Autumn 2025

Long term	Academy website is not accessible to children with SEND	Audit of website	ICT Lead Technician Academy Business Manager	Autumn 2024	Website is fully accessible	Autumn 2025
<p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.</i></p>						