



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

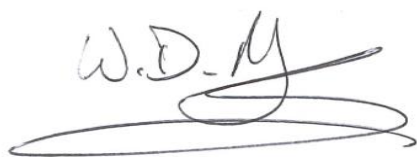
Signed by:



Principal

September 2025

Date:



Chair of governors

September 2025

Date:

Next review date: Spring 2027

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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 <b>all</b> curriculum materials are accessible	Audit of LTP/MTP – Curriculum Audits new staff skills set including ECTs	Principal Directors of Subject Directors of Year Subject Teachers SENDCO ECT Mentors	Summer 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2026
	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 specific SEND needs e.g. sensory processing disorder, attachment (e.g. external providers: Outreach Service, Specialist Teacher, Sensory Inclusion Service, OAT LP)	Principal External Advisors SENDCO OAT SEND LP	Summer 2026	Staff members have the skills to support children with SEND	Spring 2027

Medium term	Pupil Learning Profile information is not <b>always</b> effectively accessible for teaching staff to inform seating plans and personalise strategies	Ongoing quality assurance of current learning plans. Ongoing cycle to evaluate learning profiles for all SEND Students designed to convey information to teaching staff more effectively	Principal SENDCO OAT SEND LP Quality of Education Team	Summer 2026	Pupils with SEND can access all lessons	Autumn 2026
Long term	Transfer of information from and between educational settings is not <b>always</b> 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 / Assistant SENDCO attend specific transition meetings	SENDCO External Agencies Assistant Principal - Personal Development (DHU)	Summer 2026	Advance planning to support effective transition of SEND students with complex needs into the Academy	Autumn 2026
<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	Consistent and continued audit of physical environment	Site Team Health and Safety Lead Building surveyors SENDCO	Summer 2026	Academy is aware of accessibility gaps to its physical environment, and will make a plan to address them	Autumn 2026
	Wheelchair access and appropriate learning facilities	Evac Chair installation Disabled toilets maintenance (included motorized lift) Classroom accessibility furniture installed and reviewed	SENDCO Site Team Health and Safety Lead Medical Officer	Summer 2026	All areas of the academy are accessible by wheelchair	Autumn 2026
<b>Medium term</b>	Learning environment for pupils with visual impairment is not <b>always</b> accessible	Ongoing and consistent support and advise from support from Sensory Inclusion Service	SENDCO Site Staff Academy Business Manager	Summer 2026	Learning environment is accessible to all pupils with visual impairments	April 2026

	Toilets are not <b>always</b> accessible	Access to disabled toilets on each floor Handrails installed	Academy business manager Site Staff	Summer 2026	Access to toilets is increased and accessible for all students	Autumn 2026
<b>Long term</b>	Children with physical disabilities cannot access academy buildings	Ongoing New construction projects are developed with physical impairment and access included in design	Academy business manager/ building contractors	Summer 2026	Academy buildings are fully accessible	Spring 2027
	Enhancements to signage compliant with Disability Discrimination Act (1995) guidance	General and emergency signage including evac chair	Site Staff Academy Business Manager	Summer 2026	Ensure the building is accessible and traversable to all users in line with current legislation	Spring 2027

*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.*

## Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not <b>always</b> know whether academy information is accessible or not	Audit of information delivery procedures	SENDCO ICT Lead Technician	Summer 2026	Academy is aware of accessibility gaps to its information delivery procedures	Spring 2027
	Academy does not know how to make all written information accessible	Academy seeks advice from external advisors including Wolverhampton Sensory Inclusion Service	SENDCO ICT Lead Technician	Summer 2026	Academy is aware of local services for converting written information into alternative formats	Spring 2027
	Consistent 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	Summer 2026	Academy is aware of accessibility gaps to its information delivery procedures	Spring 2027
	Consistent accessibility of academy information for EAL students/families	Audit of information delivery procedures and revisions as appropriate	Academy Business Manager ICT Lead Technician	Summer 2026	Academy is aware of local services for converting written information into alternative formats	Summer 2027
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	Autumn 2026	Written information is fully accessible to children with visual impairments	Spring 2027

Long term	Academy website may not <b>consistently</b> be accessible to children with SEND	Contunial Audit of website	ICT Lead Technician Academy Business Manager	Summer 2026	Website is fully accessible	Spring 2027
<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>						