



Accessibility Plan

Procedure Originator:	ASM
Approved By:	MBO
Date Approved:	May 2021
Review Interval:	Every three years
Last Review Date:	February 2025
Next Review Date:	February 2028
Audience:	All stakeholders

1. Aims

The Equality Act 2010 requires schools to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

The Orme Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Empowering learners for life, our vision statement at The Orme Academy, underpins all that we do to make this an inclusive community. We believe that all students, including those identified as having a special educational need, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and they should be fully included in all aspects of school life. We believe that all students should be equally valued in school. We strive to develop an environment where all students can learn, participate and achieve the best possible outcomes and feel safe. This does not mean that we treat all students in the same way, but that we will respond to students in ways which consider their varied life experiences and needs. The plan will be made available online on the school website, and paper copies are available upon request.

The Orme Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Orme Academy is part of the Shaw Education Trust. The values of the Shaw Education Trust can be found on the school website at <https://www.theormeacademy.org.uk>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disability faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Academy Council.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy

- Equality Act 2010
- Special educational needs (SEN) information report
- Statutory Policy for Special Educational Needs and Disabilities
- Staffordshire Accessibility Strategy
- Supporting pupils with medical conditions policy

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Curriculum

Aim to increase the extent to which pupils with disabilities can participate in the curriculum.

Objectives	Current good practice	Actions to be taken	Who	When	Success criteria
To ensure the curriculum intent is having impact on students with disabilities.	The Academy always collects accurate and up-to-date data on the demographic of the population with disabilities (student and staff) throughout the year. Students with disabilities have individualized management/support plans as appropriate. (e.g Education Health and Care Plans, EHCPs, Individual Health and Care Plans, IHCPs to support students with medical conditions etc.). An annual curriculum review also takes place to ensure the curriculum is fit for purpose for all students within the Academy.	To increase the use of student consultations for students with disabilities.	Principal and Assistant Principal for Curriculum	Ongoing	Curriculum model approved for 2024-2025 and learners engaged on appropriate learning pathways.
			SENCO and Assistant Principal for Curriculum	Ongoing	Up to date information in place to meet the needs of students.

	<p>Students across the Key Stages have an appropriate, differentiated and personalised curriculum to fit their needs. Within their teaching teams, Heads of Department monitor students' progress, linked to a member of SLT, student data is analysed on an individual student level. Every child's progress is important the success of school, the data is used by Heads of Year and Senior Leaders analysing Risk Registers to further promote equality of access.</p>	<p>To review the curriculum of students with disabilities to ensure they receive a broad and balanced curriculum that includes practical subjects unless specified via other agencies / professionals.</p> <p>To further develop the pastoral tracking of students with disabilities; including attendance, behaviour and exclusions).</p>	<p>SENCO, Assistant Principal for Behaviour and Standards/Heads of Year and Attendance Officer</p>	<p>Ongoing</p> <p>Termly</p>	<p>Students making expected progress and can access the school curriculum.</p>
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	<p>Curriculum updated and adapted regularly to respond to changing needs. To be regularly updated and advised by SENCO and SEND team. Learning walks and observation focus on adaptive teaching.</p> <p>To monitor students' progress within their year group and discuss appropriate plans of support with Heads of Department where necessary. There are guided choices for Y9 with students choosing KS4 courses. This includes discussions with students, parents, Heads of Department and SENCo, if necessary. At KS4, the curriculum is increasingly personalised:</p>	<p>To ensure all staff are well trained to deliver adaptive teaching strategies, in the first instance, in response to students' individual needs.</p> <p>To ensure professionals are consulted wherever possible when designing management plans for students with disabilities.</p>	<p>SENCO, SLT, Subject Leaders</p> <p>SENCo, SLT, Subject Leaders, Head of Year and Teachers</p>	<p>Spring/Summer term</p>	<p>Teachers have a range of strategies that they can use to support students in the classroom.</p>
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	<p>students choose three options in addition to English, Mathematics, Science, PE and PSHE. The option plan increases our student's chances of achieving Progress 8 however students are not forced to choose subjects that do not interest them. Through whole school data and SEN specialist testing, students are identified for Access if there is an identified barrier to their future success. The Learning Support Team (based in LS1 and LS2) supports students further (usually with short term interventions), to access the curriculum if required.</p>				
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Physical Environment

Aim to develop its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.

Objectives	Current good practice	Actions to be taken	Who	When	Success criteria
Continue to improve the site to ensure students with disabilities	We have students at the Academy who have physical disabilities, and	Continue to liaise with OT services to ensure	SENCO, Site Manager and team	Ongoing	Site remains compliant. Audit completed.

<p>can access the entire site with eas</p> <p>To ensure that all disabled individuals can be safely evacuated in an emergency.</p>	<p>they move around the building well. Each building has a flat entrance into the building, collapsible ramps are available in the classrooms where there is a step up in the entrance. We have lift access to the first floor in both teaching blocks. There are 2 designated accessible toilets. The Academy has disabled parking spaces in the front carpark. The environment is adapted to the needs of students as required.</p> <p>Staff in key areas of the school where Evach chairs are located are fully trained to use them.</p>	<p>specialist equipment is purchased for students with disabilities.</p> <p>Complete an audit of the Academies 'specialist' rooms to ensure reasonable adjustments are made to ensure those with disabilities can access the physical environment.</p> <ul style="list-style-type: none"> - DT rooms -Food room -Sportshall and Gym -Science Laboratories <p>Ensure that up to date Evac training takes place.</p>	<p>Principal, Site Manager and team, staff who have completed the Evac training</p>	<p>Annually</p>	<p>Records demonstrate consultations as required.</p> <p>The safe evacuation of the building in the event of an emergency.</p>
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<p>Continue to access support from the Visually Impaired Service.</p> <p>To ensure continues to evaluate how to provides information for students and parents with disabilities. The Academy building has been modified to support a visually impaired student</p>	<p>The Academy seeks support from outside agencies to provide information in appropriate language and print for students or parents who have difficulty with standard forms of printed information. The Academy will make information for parents available in a range of different formats, should the need arise, and be aware of font size and</p>	<p>To involve parents and students with disabilities in consultations to ensure we are aiming to continually improve how information is shared.</p>	<p>SENCO and Learning Support Team (Assistant SENCO's and Learning Support Assistants)</p>	<p>Ongoing</p>	<p>Students with physical disabilities needs are met well and resources adapted appropriately.</p>

	legibility when producing written information. The Academy will, if the need arises, aim to provide translation or interpreter services.				
To ensure a smooth transition to secondary school for all students particularly those with additional needs.	Close liaison with feeder primary schools takes place during the Summer term.	To involve parents and students to ensure that they are aware of the support available.	SENCO and Head of Year	Annually Spring/Summer term	Staff are well informed to make the necessary adjustments to support a smooth transition for all students particularly those with additional needs.

Accessibility of Information:

Aim: Improve the availability of accessible information for disabled pupils.

Objective	Current practice	Actions to be taken	Who	When	Success criteria
Develop the delivery of information to individuals with a disability	The school seeks support from outside agencies to provide information in appropriate language and print for students or	To ensure the appropriate communication channels are in place for our parents.	SENCO and SLT	Ongoing	Parents/carers and students can access information that is provided.

	<p>parents who have difficulty with standard forms of printed information. The school will make information for parents/carers available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. The school will, if the need arises, aim to provide translation or interpreter services.</p>				
<p>All students with literacy and /or oracy as a barrier to learning are identified.</p>	<p>Robust systems are in place to assess the literacy levels of our students. Interventions are targeted based on identified needs.</p>	<p>To ensure all students across the Academy are covered and correct interventions are put into place.</p>	<p>SENCO, Literacy Lead, teachers and Learning Support Team.</p>	<p>Each term</p>	<p>Students are more confident readers and can access the curriculum.</p>

<p>Identify any parents/carers that might have difficulty in accessing written material.</p>	<p>Phone calls are made where appropriate and face to face meetings offered. Support offered to parents/carers with filling in of relevant documentation.</p>	<p>To involve parents and students to ensure that they are aware of the support available.</p>	<p>SENCO, SLT and Pastoral team.</p>	<p>Ongoing</p>	<p>Parents/carers have the confidence to communicate regarding their child's education and sharing of pastoral information.</p>
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Completion date
Number of Floors				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				

Reception area				
Internal signage				
Emergency escape routes				