

The Orchards Primary Academy

Where learning has no limits and personal growth is endless...

Accessibility plan 2024-2027

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and GLAC members.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



3. Action plan

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

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
To be aware of the access needs of disabled children, staff, Trustees, and parents / carers.	<ul style="list-style-type: none"> • Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and Trustees can access areas of school used meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Communication in print (use of widgets) around school to help children's understanding and visual recognition. 	As required	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs • All staff & Trustees are confident that their needs are met • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> • Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep fire exits clear 	Daily	<ul style="list-style-type: none"> • All disabled personnel and pupils have safe exits from school.

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Whole School Evacuation	<ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed. 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> • All physically disabled persons can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school. • The gate from the car park leading to the playground can be opened to allow people with mobility issues/ wheel chairs to access the main building 	On-going	<ul style="list-style-type: none"> • There is a place for disabled members of staff and visitors to park throughout the school day
Access to learning/ in class provision	<ul style="list-style-type: none"> • Review SEND children's access to curriculum within class sessions. • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Ongoing monitoring from SENCO. • Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. 	On-going	<ul style="list-style-type: none"> • All pupils have equal access to a broad and balanced curriculum

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND 	On-going	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports 	Annually	<ul style="list-style-type: none"> • All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children • Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school • Ensure there is a way of getting children with mobility issues to the main building, where clubs usually take place – including use of the lift to access KS2 classrooms 	On-going	<ul style="list-style-type: none"> • Disabled children feel able to participate equally in out of school activities
Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> • Identify training needs at regular meetings 	On-going	<ul style="list-style-type: none"> • Raised confidence of support staff

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Communication with Parents	<ul style="list-style-type: none"> • Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Ensure parents meet and can contact SENCO at any time. • Parents meet regularly with SENCO to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents. 	On-going	<ul style="list-style-type: none"> • Parent/school communication is strong • Parents confidently contact SENCO for support and advice.
Pupil Voice	<ul style="list-style-type: none"> • Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed. 	On-going	<ul style="list-style-type: none"> • Children voice is heard and acted upon

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher Mrs Walker Gordon).

It will be approved by the GLAC lead Gina Russell.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy