"Building Curious, Confident, Courageous, Communicators and life-long learners"

Orchard Manor School

Education: Accessibility Plan

Policy Review Process	
Created by	Headteacher
Date of implementation	April 2025
Date of most recent review	September 2026
Next policy review	September 2027

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils (visitors and staff) to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils (visitors and staff)

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

At Orchard Manor School, we are committed to enhancing the lives of all our young people so they can all become Curious, Confident, Communicative and Courageous learners. In our community, this is known as "the Four C's". Everything we do as a school is underpinned by the following fundamental values that combine to support allpupils to become Curious, Confident, Communicative and Courageous learners. We support our children to be:

- Safe – be safe, feel safe, and understand risk
- Understanding – be effective and successful communicators
- Kind – be kind to all around them, to understand and respect the needs of others
- Happy – be healthy and happy individuals who enjoy coming to school
- Ambitious – have goals and dreams for their futures and be supported to achieve them
- Successful – find regular achievement and celebrate this as part of a community

Paper or electronic copies of this document are available 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.

Orchard Manor School is supported by its proprietors to ensure any proposed development aims are pupil in place.

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 any concerns.

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

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 disabled pupil faces in comparison with non-disabled pupils. 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a highly personalized and adapted curriculum for all pupils. • The curriculum is reviewed to ensure it meets the needs of all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Pupils, staff and parents are supported to develop their use of alternative communication systems such as BSL, and a range of AAC devices. • Curriculum resources include examples of people with disabilities and pupils are supported to understand their own needs and the needs of others. • Curriculum progress is tracked for all pupils, regardless of development stage, disability or need. • Targets are set effectively and are appropriate for pupils with additional needs.	• All pupils to have a Positive Behaviour Support Profile linked to the Zones of Regulation Curriculum to increase ability to access learning opportunities provided. • All pupils to have a comprehensive Communication Profile put in place by SALT to support curriculum access opportunities. • All pupils to have a comprehensive Sensory Profile put in place by OT to support curriculum access opportunities.	• Leaders to work with teachers to develop PBS profiles linked to Zones of Regulation • CPI Safety Intervention training for all staff. • Zones of Regulation refresher training for all staff. • Formal SALT assessment for all pupils. • Formal OT assessment for all pupils.	• Headteacher / SLT / Clinical team • Headteacher / SLT / Clinical team • SaLT • OT	• September 2026 / ongoing • September 2026 / ongoing • September 2026 / ongoing • SALT + OT Review existing pupils from Autumn term 2026 onwards • SALT + OT Implement for all new starters after 12 weeks of start date.	• PBSP in place for every pupil. • All staff CPI Safety Intervention trained. • Communication Profile in place for every pupil. • Sensory Profile in place for every pupil.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment Phase 2 (KS3 and KS4) building to ensure appropriate facilities for students with restrictions to mobility.	• Ramps leading up and into the site, at applicable locations. • Clutter-free environments • Appropriate corridor width & doors in school building. • Disabled toilets and changing facilities in school building. • ASD friendly colour scheme in all rooms. • Relevant students utilize ground floor classrooms and facilities.	• ASD friendly Widgit / Inprint 4 • Classrooms with appropriate adjustments that support mobility and all relevant adjustments for students with mobility impairment.	• Design, purchase and install robust Inprint 4 symbols	• SALT & TherapyAsst. supported by education staff. • Headteacher / SLT Facilities Manager and properties department.	• Ongoing from September 2026 • Ongoing from September 2026 • Ongoing from September 2026	• ASD friendly visuals in place across the school. • Relevant students will be able to function and engage appropriately in an adapted classroom environment.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with communication difficulties.	• Our school uses a range ofcommunication methods to ensure information is accessible. This includes: • High quality lesson resources that meet the reading stage of all pupils. • Social stories to aid understanding of specificsubject matter for all pupils. • AAC, BSL embedded across the school to support aid pupils understanding of information. • Use of videos and pictures to demonstrate progress made by pupils.	• Create an ASD friendly reporting safeguarding concerns visual. • Create an ASD friendly behaviour debrief visual.	• ASD friendly safeguarding concerns visual translation using Inprint 4 symbols. • ASD friendly behaviour debrief visual.	• SaLT / SLT / SENCO • SaLT / SLT / SENCO •	• Ongoing from September 2026 • Ongoing from September 2026	• ASD friendly safeguarding concerns visual in place. • ASD friendly behaviour debrief in place.

4. Monitoring arrangements

This document will be reviewed on a yearly basis but may be reviewed and updated more frequently if necessary. It will be approved by Chair of Governors.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Teaching and Learning Policy for Pupils with SEND
- Curriculum Policy
- Reading & Phonics Policy
- Complaints Policy