

# Accessibility Plan

## Ormiston NEW Academy

*This model accessibility plan should be amended as required to reflect your academy's own aims, values, systems and procedures. Names and roles open to change are highlighted to assist with ease of use. Simply replace the names as needed to meet the requirements of your academy.*

## Statement of intent

This plan outlines the proposals of the governing body of Ormiston NEW 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 Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

Next review date: September 2025

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Teachers and TAs need further CPD to make the curriculum accessible for certain areas of need	Bespoke CPD for teachers and TAs where relevant	VP/SENCO	Summer 2025	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2026
	Accessibility of reading materials for students with significant VI	Exploring availability of large texts, reviewing curriculum choices/alternative options where these are not available	SENCO/HoDs	Summer 2025	Children with VI will feel a greater sense of inclusion	Summer 2026
Medium term	Teachers and TAs working collaboratively to ensure the needs of all children are planned for	Needs of children with SEND incorporated into planning process	Teachers/SENCO/TAs	Autumn 2026	Teachers planning is more seamless allowing needs to be better met	Summer 2027
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Principal/ICT Manager/SENCO	Spring 2026	Pupils with SEND can access lessons	Spring 2027

*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.*

## Planning duty 2: Physical environment

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	Ensure lifts in both buildings are in full working order	Repair and maintain lifts	Site Manager/External contractors	Autumn 2024	All classrooms in Pride an Endeavour building are accessible	Summer 2026
<b>Medium term</b>	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Academy business manager/ Site Manager/SENCO	Summer 2025	Learning environment is accessible to pupils with visual impairments	Autumn 2025
<b>Long term</b>	Children with physical disabilities cannot access all areas of the academy buildings	Full site audit to be undertaken with reasonable adjustments planned into budget	Academy business manager/ Academy Site Manager	Summer 2025	Academy buildings are fully accessible	Summer 2026
<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	Academy website/information such as letters is not accessible to children with English as an Additional Language	Academy website/information such as letters is not accessible to children with English as an Additional Language	ICT manager/EAL co-ordinator	Spring 2025	Any information shared by the academy is accessible to all key stakeholders	Summer 2026
Medium term	All staff not aware of disability issues and current legislation	All staff to carry out annual training on disability discrimination and the Equalities Act  External providers approached for specific training needs as required to meet needs of individual students	All Staff	Spring 2025	All staff to have completed National College training and evidence provided  Staff utilising training information in their lesson planning	Summer 2025
Long term	Disability equality to be promoted via a number of channels within the academy	Audit of PSHE lessons/ Assemblies/ Staff training and mechanisms to celebrate differences of all stakeholders	SLT/ SENCO/ All staff	From Autumn 2024	Increased whole academy awareness of disability issues and celebrating success of individuals with disabilities	Summer 2025

*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.*



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