

Accessibility Plan

Ormiston NEW 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: *C. Cooling*

Date: 01.10.2026

Chair of Governors: *H Guest*

Date: 01.10.2026

Next review date: September 2027

Planning duty 1: Curriculum

Accessibility outcome	Current good practice	Actions to take	Who?	When?	Outcome criteria	Review
The curriculum is fully accessible to all pupils, regardless of specific needs and/or barriers to learning.	All staff receive CPD on high-quality, inclusive teaching. Response to Section F EHCPs through a vast range of adaptations and provisions.	Accessibility of curriculum design is reviewed. Review attendance and engagement of vulnerable groups with extra-curricular and enrichment activities. Bespoke CPD for teachers and TAs where relevant.	VP SENCO	Summer 2027	Management and teaching staff are aware of the accessibility gaps in the curriculum and plan to remove these appropriately. All leaders monitor that teachers and TAs make the curriculum accessible for a range of needs and barriers to learning.	Summer 2028
The curriculum suitably prepares all pupils for life beyond school, through PSHE, careers, and bespoke Preparation for Adulthood schemes of work for pupils where required.	PfA curriculum in Arcadia ASDAN Qualification Links with effective SEND alternative provisions and colleges	Continue to develop Post 16 SEND offer	VP SENCO Lead for Arcadia	Summer 2027	Pupils with additional needs access a suitable curriculum which provides them opportunities to learn independent life skills.	Summer 2028
Pupils with additional needs can work more independently and with less reliance on adult or	Assistive technology is provided for pupils	Reviewing the needs of our young people against the current	SENCO SEND Lead Teacher	Summer 2027	Increased independence for pupils with additional needs.	Summer 2028

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

Accessibility outcome	Current good practice	Actions to take	Who?	When?	Indicators of success	Review
Pupils with physical difficulties, and those who use wheelchairs, can access all parts of the academy building independently.	Individual equipment organised/purchased as required, based on individual need e.g. cushions, writing slopes etc. Accessible toilets available. Accessible changing rooms available.	Repair and maintain lifts. Investigate areas requiring lift access. Install lifts in Swiss Cottage Adjustable desks in science and food technology labs. Portable lift to allow access to stage.	Site Manager External contractors	Summer 2027	All classrooms in Pride and Endeavour building are fully accessible via lifts.	Summer 2028
The learning environment is fully accessible to pupils with visual impairments.	Projectors are positioned against a dark wall for contrast. Site is developed with contrasting	Ongoing auditing and development work in line with the improvements already made.	Academy business manager Site Manager SENCO Specialist teacher for visual impairments	Summer 2027	Learning environment is accessible to pupils with visual impairments.	Summer 2028

	colour schemes in classrooms, corridors, canteen and toilets. Invest and train in assistive technologies					
The learning environment is fully accessible to all pupils with additional needs, other than physical.		Undertake a full building audit (e.g. visual, auditory, sensory). Review signage to ensure signs are accessible to all. To review the current fire alarm system and explore systems that are visual. Where any new requirements emerge, ensure that they are effectively met and maintained. Do this with relevant external agencies as needed.	Business manager Site Manager	Autumn 2027	Academy buildings are fully accessible to all pupils.	Summer 2028

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

Accessibility outcome	Current good practice	Actions to take	Who?	When?	Indicators of success	Review
Increase the accessibility of academy website/ information (e.g. letters sent home to parents) for children with English as an Additional Language or low levels of literacy.	Letters sent home are automatically translated into the most common languages spoken at home that are not English. SEN Information Report incorporates images and icons to support understanding.	Add note to website re who to contact if you require information in a more accessible format. Add a link to a speech-to-text tool and translator tool to all written information sent home.	ICT manager EAL co-ordinator SENCO	Spring 2027	Any information shared by the academy is accessible to all key stakeholders.	Summer 2028
All staff have up-to-date understanding of disability law.	All staff have had training on understanding a range of disabilities and protected characteristics and our duty as a school and in the classroom to ensure equal access is delivered in a	Review current understanding post-training and plan next steps. Continue to provide staff CPD on a needs-basis.	VP	Summer 2027	All staff have an up to date and consistent understanding of disability discrimination.	Summer 2028

