Ormiston Chadwick Academy – Accessibility Plan

Introduction:

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Principles:

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Ormiston Chadwick Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be reviewed every three years.

4. The Accessibility Plan will contain relevant actions to:

   • Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

   • Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

   • Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the first year of the plan and therefore some items will roll forward into subsequent years or plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the H&S Officer will contain an item on "having regard to matters relating to Access".

7. The School Prospectus will make reference to this Accessibility Plan.

8. The School's complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored by the Health and safety Officer.

10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with:

- SEND policy
- SEND Information Report
- Curriculum/Teaching & Learning Policy
- Behaviour Policy

Written by SENDCO and Associate Vice Principal Pastoral
Accessibility Plan reviewed: September 2025
Next interim review due: September 2026

Accessibility Action Plan 2025-2028

1. *Access to the curriculum*

Aim	Current good practice	Actions	By Who	When?	Indicators of success and review
Increase access to the curriculum for children and young people with a disability by: ● raising awareness and understanding about supporting students with a disability. ● improving ease of access to student information to make systems more efficient. ● SENDCo to work with Subject Leaders and Heads of Department to ensure the curriculum in each subject area is accessible to all students. ● SENDCo to work with all staff to ensure high-quality teaching is in place in all classrooms. ● Ensure the right interventions are in place to provide additional support to access the curriculum ● Ensure enrichment is accessible to all ● Ensure school visits are accessible to all	OCA has a strong, broad and balanced curriculum offer for all students. Strategic deployment of TA team by the SENCO. So that students who require support to access the curriculum have this. Students with additional needs have a pupil passport which informs all staff how to support them in the classroom. Adaptations to individuals timetables allow safe movement and there is access to a range of specialist equipment for example specialist chair. Data analysis is tracked termly to ensure all students have appropriate access Targets are set effectively and are appropriate for students with additional needs. Curriculum is reviewed to ensure it meets the needs of all students.	Vice Principal (Academic) and SENCO meet to review the CAT4 data of the new intake to ensure the right interventions are in place to meet the needs of the cohort. Ongoing review of pupil passports . Quality Assurance in place including student voice and learning walks. Reviewing data for all pupils/students after each data collection.	VP and SENDCO SENDCO and TA's SLT, SENCO, subject leads and HODs Subject leads, HODs and subject teachers	Oct ½ term Once per term 3 times a year Once per term	SEN register reviewed at least once per term.

2. Access to the physical environment

Aim	Current good practice	Actions	By Who	When?	Indicators of success and review
Improve and maintain access to the physical environment by: ● Ensuring the maintenance and review of specialist equipment happens annually ● Ensuring that members of the SEND team are qualified to move and handle students with a physical disability. ● Ensuring that health care plans are in place for identified students and accessible to staff. ● Ensure the physical environment is adapted as needed	The school facilities are reviewed regularly to ensure the needs of pupils, students, staff and visitors with disabilities are met. This includes: ● Ramps ● Corridor / door widths ● Disabled parking bays ● Accessible toilets and changing facilities ● Adapted furniture where needed ● Additional accessibility resources such as writing slopes ● Highly visible markings (such as yellow strips on stairs) ● Printing in an accessible font and size where needed ● Alternative provision for those that cannot access specific PE activities ● Flashing lights on alarms so people with difficulty hearing can be altered	To review signage to make sure signs are accessible to all students and staff. To review the current fire alarm system and explore systems that are visual. Maintain access to all relevant areas to meet the needs of those with a disability. Where any new requirements emerge ensure that they are effectively met and maintained. Do this with relevant external agencies as needed Full assessment undertaken for anyone new to the school or with a newly identified disability. Assistive technology for those with hearing impairments (for example, using a sound field system in classrooms) Review the possibility of	Site team and SENCO Site team and SENCO Site team and SENCO SLT, site team and SENCO Site team, SENCO and medical officer (when appropriate) SENDCO to look at prices	Once per term Once per term in line with fire drill policy Ongoing Ongoing Ongoing Once per financial year	

		ramp access in Houghton	SLT, Finance team, Site team and SENCO		

3. *Access to information*

Aim	Current good practice	Actions	By Who	When?	Indicators of success and review
Improve the delivery of information to pupils and adults with a disability by: ● ensuring that all required font sizes are used when printing work. ● ensuring that ICT is used to present written information in different formats as appropriate ● ensuring visuals are used where appropriate alongside words to improve delivery of information.	OCA uses a range of communication methods to ensure information is accessible. This includes: ● Using specific fonts and enlarged prints when necessary ● Printing resources on different coloured paper including assessments and exams ● Use of coloured overlays where appropriate ● Access to magnifiers for visual impairments ● TA support (such as scribing for assessments) ● Use of the Teams to provide multisensory resources (such as video clips) ● Resources and strategies recommended by SALT on a student led needs basis.	Check that all pupil passports and health care plans clearly state the requirements for printed resources (such as specific coloured paper and/or font size) Check access arrangements for exams are up to date Audit the book resources that are used in the curriculum and ensure we have large print options. Quality Assurance in place including student voice and learning walks. Alternative ways of recording information (such as speech-to-text technology)	SENCO / vice principal SENCO SENCO, subject leads, HODs and librarian SLT and SENCO SENDCO to research price of this	Ongoing Ongoing At least once per academic year Once per term December	