

# Accessibility Plan September 2024

Ormiston Rivers Academy

Review date August 2027

## Statement of intent

This plan outlines the proposals of the governing body of Ormiston Rivers 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: August 2027  
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## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Principal/ teachers/SENCO	Spring 2025	Management and teaching staff are aware of the accessibility gaps in the curriculum	September 2025
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members	Principal/SENCO	Autumn 2024	Staff members have the skills to support children with SEND	Summer 2025
Medium term	Academy trips do not take into account children with SEND	Needs of children with SEND incorporated into planning process	Teachers/SENCO/ Enrichment Lead	Autumn 2024	Planning of academy trips takes into account children with disabilities	Spring 2025
Long term	Pupils with SEND cannot access lessons	Provide tools and resources to meet the needs of children with SEND	Principal/ICT Manager/SENCO	Autumn 2024	Pupils with SEND can access lessons	Summer 2025
<p><i>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.</i></p>						

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Accessibility review of the academy's physical environment to ensure access for all	Audit of physical environment	Health & Safety Officer / Site Manager	Summer 2024	Academy is aware of accessibility gaps to its physical environment, plan in place to address them	Completed Summer 2024
<b>Medium term</b>	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Academy business manager	Summer 2024	Learning environment is accessible to pupils with visual impairments	Completed Summer 2024
	Toilets are not accessible	Aids & supports required to meet needs	Academy business manager / Site Manager	Summer 2024	Access to toilets is increased	Completed Summer 2024
<b>Long term</b>	Children with physical disabilities cannot access academy buildings	All areas accessible with the exception of second floor	Academy business manager/ building contractors	Summer 2024	Academy buildings are fully accessible and individuals timetable adjusted to take into account second floor	Completed Summer 2024
<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	Uncertainty regarding accessibility of information to all	Audit of information delivery procedures & survey to collect feedback	Principal/ICT manager	Spring 2025	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2025
Medium term	Written information is not accessible to pupils with visual impairments	Provide appropriate resources and tools to enable access	SENCO/ICT manager	Autumn 2024	Written information is fully accessible to children with visual impairments	Spring 2025
Long term	Academy website is not accessible to children with SEND	Audit of website & survey to collect feedback	ICT manager	Summer 2025	Website is fully accessible	Summer 2025
<p><i>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.</i></p>						