



Accessibility Plan



Approved by Governors on: 10.01.25

Signed by Chair of Governors:

A handwritten signature in black ink, appearing to be 'H. Allen'.

Head Teacher: Elizabeth Hopewell

Date of Review: January 2028

Vision Statement

We aim to create a safe, happy and nurturing environment for all our children!

Mission Statement

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated.

1. Introduction and Aims

The Orchard School believes in providing every opportunity to allow pupils to reach their full potential. All our pupils, staff and visitors should feel valued, cared for, and listened to.

We aim to reduce and where possible eliminate barriers to access both physically and in terms of the curriculum for all types of disability. We aim for full participation in the school community for all pupils, prospective pupils, and adults with or without a disability.

2. Legislation

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 requires schools to have an accessibility plan aimed at:

a) Improving access to the physical environment of schools

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments.

b) Increasing access for pupils to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as leisure, sporting and cultural activities or school visits. LA's may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

c) Improving the availability of accessible information

This covers planning to make written information normally provided by the school to its pupils available to disabled pupils. Information should take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timescale.

3. Our Duty

It is our duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.
- We do not discriminate against anyone.
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

4. Definition of Disability

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. This may include learning, medical, physical, psychological difficulties.

5. Principles.

- Compliance with the above-mentioned legislation is consistent with our school's aims,
- Equality Policy and the School's Special Educational Needs (SEN) Information Report.
- Our admissions policy does not discriminate against disabled children.

- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment.
- When recruiting staff disabled people will not be discriminated against.
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation with them.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

6. Making reasonable adjustments

6.1 Curriculum

The school seeks advice from specialist LA services and other agencies including Health Services to ensure our curriculum is providing equality of access and developmental achievement commensurate with pupils' potential ability.

We aim for all pupils have access to a broad, balanced, relevant and inclusive curriculum that meets their academic, social, physical and medical needs:

- Pupils are assessed to determine their individual requirements in order to access the curriculum
- Lesson planning is bespoke for each child and progress is monitored to support appropriate delivery of the curriculum.
- Timetabling is continually reviewed to ensure all pupils have access to a full range of facilities and experiences commensurate with their needs.
- The deployment of staff in support of those pupils whose care needs, communication difficulties and behavioural issues require additional support and intervention is also kept under review.
- Careful consideration is also given to medical and physical needs with support and advice being sought from appropriate health professionals and advisers.
- Continuing Professional Development of all staff, induction procedures and performance management ensure all staff are aware of the importance attached to making the curriculum accessible to all pupils.
- Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as lunch time activities, leisure, sporting and cultural activities including school visits.
- ICT is fully integrated into classrooms as an aid to curriculum delivery and pupil assessment.

6.2 Physical Environment

- The Orchard School is a single storey building with full accessibility for wheelchairs / walking aids etc. Fixed hoists are available in changing areas and mobile hoists are available around the school.
- Specialised seating, beds, and standing frames are accommodated when necessary.
- Specialist equipment for children with physical / sensory impairments is available in classrooms and around the school.
- Specialist play equipment is available in the playgrounds.

- The School takes account of the needs of pupils, staff, parents, families and community users with physical difficulties, sensory impairment, learning disabilities and medical needs when planning and undertaking building projects and refurbishments of the site and premises.

6.3 Accessible Information

The Orchard School will take account of the communication needs of its pupils, parents, families, staff and community and will utilise a variety of formats to provide information such as:

- Picture / Symbol exchange for pupils to communicate with (including visual timetables)
- Appropriate visual labelling and signage around the school
- Use of Makaton (a signing system for young children to communicate)
- Specialist ICT resources for pupils
- Home-school communication books
- Newsletters to parents
- Updates and latest news for parents using email, social media, website.
- Informal discussions with parents
- Coffee mornings and parents evenings for families
- Use of interpreters and translated information

7. Monitoring

The School and Governing Body will review the Action Plan annually during the Summer Term. We will measure the impact of any changes or initiatives and adjust the plan as necessary.

The action plan will be evaluated and updated annually.

8. Linked Policies / Documents

- Equality Policy
- SEN Report.
- Curriculum Framework of Intent
- School Development Plan

The Orchard School Accessibility Action Plan 2024-25

Physical Environment

Action	Objective	Responsible person(s)	Monitoring	Completion date
Adapt half of the library and current soft play room into storage areas for equipment	Free up space to convert rooms into classrooms	Local Authority / HT / Site / Governors	HT / Governors	February 2025
Convert storage/HCA room into a classroom	Increase capacity in school by an extra classroom	Local Authority / HT / Site / Governors	HT / Governors	Easter 2025
Knock through staff workroom and AHT/EHCP coordinator to create an additional classroom	Increase capacity in school by an extra classroom	Local Authority / HT / Site / Governors	HT / Governors	September 2025
Convert lower school storage room into soft playroom	To improve facilities to support physical development and sensory needs for all pupils	Local Authority / HT / Site / Governors	HT / Governors	September 2025
Relocate office and staff workspaces for staff	To enable current spaces to be used to increase classroom space	Local Authority / HT / Site / Governors	HT / Governors	September 2025

Curriculum

Action	Objective	Responsible person(s)	Monitoring	Completion date
Use EHCP outcomes to develop Personal Learning Goals for all pupils to support personalised learning and progress	Personalised outcomes for all pupils linking to EHCP which will ensure appropriate planning, recording and assessment	HT / DHT / AHT (QoE)	HT / SLT / Governors	September 2025
Review and update the Orchard Framework of Intent to ensure clear progression across all subject areas	A clear and robust framework supports curriculum planning, delivery and assessment.	AHT (QoE) / LoL	HT / SLT / LoL / Governors	Easter 25

To embed 'Total Communication' across the whole school	Pupils will be able to effectively communicate in a range of contexts across school using consistent strategies	Curriculum Lead / Subject lead	HT / SLT / Governors	Ongoing
Further develop outdoor learning and off-site provision	Enhanced learning opportunities for pupils	HT / SLT	HT / SLT / Governors	Autumn 2022

Accessible Information

Action	Objective	Responsible person(s)	Monitoring	Completion date
Relevant website information available for families and service users	Ensure Curriculum, and Family Information sections of the website are up to date	Senior Leadership Team	SLT / Governors	Ongoing
Review website for staff and governors	Ensure whole website up to date	SLT / governors	SLT / governors	Ongoing
Facilitate a regular series of informative, supportive parent/carer sessions	Enable families to access and influence relevant information-giving sessions linked to overarching needs	Parent liaison	SLT	Ongoing
Promote dissemination of our bespoke curriculum through outreach work with mainstream schools	Enable greater accessibility of a specialised SEND Curriculum for all children across the authority	HT / SLT	HT / SLT	Ongoing