

Orchard Community Primary School



Accessibility Plan 2025-28

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed:

Chair of Governors

Version	Date	Author	Reason for Change
0.1	2018	AS	/
0.2	1/2019	FS	Reviewed Content
0.3	4/2022	FS	Review
0.4	3/2025	RD	Review

Review Frequency	Next Review Date
Every 3 years	4/2028

Key Objective

To reduce and eliminate barriers to access to the curriculum and to enhance full participation in the school community for pupils, pupils and our adult users with a disability.

Introduction

At Orchard we are committed to creating an environment which secures the inclusion of all children, staff, parents/carers and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

Principles

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that "schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The school recognises its duty under the Equality Act 2010

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

Compliance with the Equality Act will be consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.

In performing their duties, governors and staff will have regard to the Equality Act 2010 and the school's own Equalities Policy.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.

Information from pupil data and school audit

Orchard Primary has been designated a Pathways School for the area as it is a single storey school with easy access.

Within the last ten years the school has provided education for children with a wide range of disabilities or special needs. These have included: vision and hearing impairments, mobility problems, autistic

spectrum disorders, moderate and general learning difficulties, speech and language difficulties, developmental delay, dyspraxia, dyslexia and behavioural issues.

At any time, the school would expect to have approximately 15% of its children on its SEND Register. While there is no expectation of an application for a place for a pupil with a major disability in the near future, mobility in the village could result in an application being made at any time.

Education for children with SEND is enhanced in our school by the work of our SENDCOs and a number of Teaching Assistants/Learning Support Assistants. Children with SEN or physical disabilities are always included in all aspects of school life and lessons and external visits are planned accordingly.

Most children with SEND have satisfactory/good attendance and no child with SEN/disability has been permanently excluded from school during the past three academic years.

The purpose and direction of the school's plan: vision and values

The main purpose of our school is to provide a challenging yet sensitive framework of care, opportunities and consideration for all pupils and an education which strives to achieve the following aims:

Our school values the following aims for each child irrespective of ability or background:

- To be extended to achieve his/her own potential in all areas.
- To be a self-motivated learner.
- To acquire the knowledge, skills and attitudes which enable him/her to participate in an ever-changing world.
- To be able to express his/her own informed ideas fluently and with confidence.
- To have high self-esteem and respect for others.

The school has a commitment to working towards identifying and then removing barriers to learning for all pupils. The main priorities of the School's Accessibility Plan are therefore:

- To ensure pupils with disabilities have opportunities to achieve in all areas
- To increase the extent to which disabled pupils can participate in the school curriculum through the provision of differentiated tasks, materials, activities or outcomes.
- To encourage all pupils to develop their health and fitness through PE by ensuring that lessons are planned to be both challenging and inclusive for all pupils.
- To support all children to improve their communication skills through speaking and listening activities, role play and social skills groups.

Practice

Orchard Primary School has identified the following points that need to be followed in order to achieve the key objective:

- Physical Facilities
- School Organisation
- The School Curriculum
- Support Services
- Awareness & Training
- Communication of Information

Physical Facilities

We are committed to improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services by:

- Ensuring that all areas of the school building used by children are accessible to children with mobility difficulties
- Installing Touchscreen boards to ensure high definition and clarity
- Improving the sound insulation between some classrooms to reduce background noise
- Improving the lighting/blinds in classrooms to ensure the room is comfortable.
- Ensuring that as new signs are displayed, care will be taken to ensure symbols are included
- Ensuring as fire warning systems are extended, visual as well as auditory signals will be installed

The school will also take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking *future* improvements, alterations and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

School Organisation

Children are generally taught in their own class base with specialist lessons taking place elsewhere: P.E. in the hall and studio or Music and Drama in the Studio.

All teaching areas have good access. There is an easily accessible toilet for the disabled and some of the pupils' toilets have hand rails.

The grounds are accessible for children with disabilities and kerbs and entrance doors are ramped. The environmental area and outdoor classroom have been made 'wheel-chair friendly'. The path to the Learning Centre is wheel-chair friendly and a ramp can be made available if required.

School Visits are planned to ensure that children with a wide range of disabilities can take a full part. There are low-sensory rooms available for individuals and small groups who need a low-stimuli environment.

The School Curriculum

The Staff at Orchard Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:

- Setting suitable learning challenges, including personal support plans and group education plans
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of IT, visual aids and providing information in alternative formats when required or requested
- Ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, special events; sports days etc.
- Improving the delivery to SEND pupils by ensuring, for example that appropriate methods of delivery, identified on the child's provision map, are provided in every subject area; visual timetables are used daily to ensure pupils understand the format of the day; different coloured screens and papers are

available for children and adults with dyslexia; BSL signers could be used to ensure parents have access (upon request)

When planning their work, staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Monitoring of progress will be carried out by class teachers, the Head teacher and SENDCOs as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

Most written information is presented in different formats to make it accessible. This includes: scaffolding of class work and homework tasks; visual presentation of information and timetables and the use of appropriate fonts and font sizes.

The needs of staff with disabilities will also be considered to ensure that they are able to fulfil their role in delivering the curriculum and securing the progress of all pupils.

Support Services

Orchard Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life.

The school therefore works closely with a range of outside agencies including the Psychology Service, Autism Outreach and the Speech and Language Service as well as Oakfield School.

When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum.

Awareness & Training

The school SENDCOs will ensure that all pupils with disabilities have access to appropriate resources within the classroom and will monitor the progress of children with disabilities to ensure expected progress is maintained.

We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Staff will therefore receive training to ensure that they are able to reduce the barriers to learning for all individuals and plan appropriate provision so that all children are able to make progress.

The school will use its finances appropriately to train and deploy staff, ensuring that children with disabilities have the support and the resources to achieve their potential.

Through diversity and equality curriculum opportunities, we also seek to heighten children's awareness of issues in relation to disability.

Communication of Information

Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

Monitoring of the Plan

The Local Governing Body will review the Accessibility Plan every three years (or as soon as an additional need is identified) to ensure that it meets the needs of all its pupils and that any additional needs can be planned for. They will then make appropriate recommendations to the Full Governing Body.

Areas identified on the Accessibility Plan are also referred to where appropriate in the School Improvement Plan and implementation is monitored by Governors throughout the year.

The School SENDCOs report the needs of individual pupils to the Senior Leadership Team following advice from other agencies.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND Policy
- Single Equalities Policy
- All curriculum policies

The Accessibility Plan is available to view on the school's website. A précis of the plan is included in the School Prospectus. Paper or large print copies can be prepared upon request.

ACCESSIBILITY PLANNING 2025-2028

Aspect for improvement	Process for Identifying barriers	Objectives for Improvement	Monitoring of Plans
PHYSICAL FACILITIES & SCHOOL ORGANISATION	Annual Governor monitoring Daily risk assessments for each class Review of classroom environment at transition General risk assessments for activities Feedback questionnaires as part of school evaluation process SEND Support reviews – parental feedback Wellbeing monitoring Feedback from visitors	Continue to adjust classroom as appropriate to secure access for pupils with additional needs. Identify quiet spaces within classroom and within the school for pupils with heightened sensory awareness. Identify a space for persons in wheelchairs to sit as part of an audience so that they get an uninterrupted view of performances. Disabled toilet made more inviting for disabled pupils/visitors. Review signage in public places to secure swift exit of the building if required. Persons identified to facilitate the exit of disabled pupils during fire evacuation. Screens utilised fully for pupils with heightened sensory awareness. Hand rails fitted as and when required to secure independent access for disabled pupil. Ensure visually stimulating environment for all children. Ensure that the medical and personal needs of all pupils are met fully within the capability of the school through the introduction of a new Medication Management Policy and Intimate Care Policy. Ensure driveway, roads, paths around the school are as safe as possible through improved safety measures and communication to parents/visitors/staff	This plan will be monitored by our governing body for safeguarding and equal opportunities issues It will form part of the SEND review process
THE SCHOOL CURRICULUM	Daily monitoring of Learning Support Evaluation of class teacher/performance Data/evaluations of the children Outcomes of SEN Support reviews Consultation/advice and audits form external sources Head Teacher lesson Observations and discussion with staff	To review all statutory policies to ensure that they reflect inclusive practice and procedure A number of specialist equipment trialled for named pupils and further resources and equipment identified. Children's general awareness of diversity issues greatly enhanced due to diversity being included as a school development priority. Named pupils worked on programmes aimed at improving integration into group situations. Named pupils engaged in a wide range of extra -curricular activities. Continue to ensure there is access to ear defenders for pupils with heightened sensory awareness. Review extended school provision for pupils with disabilities. Review PE resources to promote better inclusion in lessons for named pupils. Ensure that teaching and learning assistant time is targeted for maximum effectiveness in raising standards, targeted intervention and enhancing in-class provision. Develop a robust monitoring and observation timetable to ensure improved outcomes for learners with SEND.	This plan will be monitored by Learning Support Staff who work with pupils with special needs SLT and Headteacher monitoring and review processes Reports to parents School self-evaluation processes Attendance at afterschool clubs Curriculum review
SUPPORT SERVICES	Feedback from children and parents Performance data	Advice from support services acted upon in relation to setting up provision for named pupils where necessary. Greater pupil and parental awareness of the wellbeing provision offered by the school.	Monitored by HT and SENDCO.

	Ability to meet needs of community as requested Ability to secure external support as required Outcomes of SEND Support Plan review	Regular advice and support from Speech & Language Therapist, or EP. for named pupils. ELSA support provided in school by named staff.	
AWARENESS & TRAINING	Performance Data SEND Audit Teaching & Support Staff Skills Audit Ability to secure external support as required Outcomes of SEND Support Plan review	Children's general awareness of diversity issues greatly enhanced due to diversity being identified as a school developmental priority. Whole staff training led by an external source address issues pertaining to diversity and inclusion, dyslexia and attachment. More staff trained on positive handling techniques. Address different aspects of disability through assembly themes. Continue to challenge stereotyping through curriculum opportunities. Develop staff training and resources for SEND need across the school. To review children's records ensuring schools awareness of any disabilities, medical needs, SEN etc. School record systems to be reviewed and improved where necessary (SIMS)	This plan will be monitored by the Governors
COMMUNICATION	Ability to meet needs of community	Diaries for named children have been set up to provide daily communication between home and school. Review Learning Support working records to ensure that they further improve planning and attainment/outcomes for named children. Information for parents about wellbeing provision, and access to this, to be improved through availability at consultation events. Improve channels of communication within school so that advice from external agencies to Learning Support is fed back to leadership thus ensuring that provision can be access quickly. Develop the website as an efficient means of communicating with parents re: SEND information.	This plan will be monitored by the Governors