

Accessibility Plan
June 2022 – June 2025

Section 1

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because 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 Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Orchards Church of England Academy the plan will be monitored by the Headteacher and the SENDCO.

The current Plan will be appended to this document.

Orchards C of E Primary School we are committed to working together to provide an inspirational and exciting learning environment to develop the potential of each child, to provide learning opportunities where that child may take increasing responsibility for their learning. In this way we hope to develop the whole person. We see education as a tool that will bring learning for life

Aims

- To improve access to the physical environment of the school, adding specialist facilities where appropriate. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- To Increase access to the curriculum for pupils with a disability. This includes, 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. 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.
- To Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples may

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.

As a school, we will work closely with the local authority and the Diocese of Ely. Orchards C of E primary school also maintains close working relationships with the following specialist services:

- Occupational Therapists
- Speech and Language specialist
- Specialist Teachers
- Access and Inclusion
- YOUNited
- CAMHS
- School Nurse
- Cambridgeshire's Virtual School for Looked After Children
- Educational Psychology Service
- Educational Welfare Officer
- Sensory Support Teachers
- Physiotherapists
- Community paediatricians
- Other advisory services and charities.

Should there be any concerns with the schools compliance in the carrying out of actions stated within the policy and plan; issues can be raised with the governing body by following the schools complaint procedure as laid out in the Complaints Policy.

Current practice

- We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.
- Most entrances to the school are either flat or ramped and have wide doors. There are foldaway ramps to enable access through two doors that are not flat.
- The lobby is fully accessible for wheelchair users.
- There is a disabled toilet fitted with a handrail and a pull emergency cord.
- There is a hygiene room which is serviced annually. This also contains a bed that can be raised and lowered to enable children to be changed safely and with dignity.
- The school has internal emergency signage and escape routes are clearly marked.
- Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.
- We provide care plans in conjunction with parents and any professionals working with them outlining the support and adjustments that children with medical needs require. These are shared with the adults working with the child.
- We consult with experts when new situations regarding pupils with disabilities are experienced.
- Text messages sent to parents with school information and important dates.
- Staff undertake recommended training to further their knowledge when working with children with disabilities.

- Transition arrangements are carefully considered for children with disabilities.
- Curriculum is inclusive for all learners and takes into account learning styles and disabilities.

Aim 1 To improve access to the physical environment of the school, adding specialist facilities where appropriate. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.			
Investigate the potential of replacing the fire doors near year 3 with ones that will be flush to the ground, allowing access for wheelchair users without the need for the foldaway ramp.	Site manager with DEMAT	June 2025	<ul style="list-style-type: none"> • Proposal to be shared with DEMAT. • Discussed during next accessibility site audit. • Investigation into whether funding to enable the works to be completed can be obtained.
To create a dedicated sensory area within the school.	SENCOs and Head	July 2024	<ul style="list-style-type: none"> • To visit sensory rooms / sensory areas to inform planning of our sensory area. • To create a plan for the sensory room and source appropriate resources. • Project of creating the sensory room to be undertaken. • To have a safe and calming sensory space for children to be able to access.
Aim 2 To Increase access to the curriculum for pupils with a disability. This includes, 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. 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.			
To work towards achieving the school wide ELKLAN accreditation.	Teachers and SLT	December 2022	<ul style="list-style-type: none"> • Staff to attend ELKLAN training sessions. • Follow up activities and questionnaires to be completed by staff. • Improved teacher and TA support in the classroom for children's language.
To audit current practice against the 'Autism Good Practice' guide and further develop this practice.	SENCOs	July 2023	<ul style="list-style-type: none"> • SENCOs to attend DEMAT training sessions from Cambridgeshire Educational Psychology Service about the 'Autism Good Practice Guide'. • Audit to be completed against current practice. • Key areas of further development to be highlighted with further actions on how to improve in these areas highlighted.
To create and run a hub provision for children with an EHCP require additional provision in a bespoke classroom environment.	SENCOs and SLT	July 2023	<ul style="list-style-type: none"> • DEMAT to source contractors to undertake work to turn the identified space into the hub unit. • To plan the curriculum, learning and provision children accessing the hub require. • To run the bespoke provision with children showing improved engagement within this environment and making progress academically and socially.
Aim 3 To Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples may 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.			

<p>Ensure that information is provided to new parents in an accessible way.</p>	<p>Head, Office, Assistant Headteachers</p>		<ul style="list-style-type: none"> • New prospectus to be developed, including the information in a more visual way. • Transition events to be planned for parents in school to provide them with all of the information about starting school. • Tours and transition meetings held for children starting during the year, including being provided with a prospectus.
<p>Dyslexia screener to help identify further support for children with literacy difficulties.</p>	<p>SENCOs</p>		<ul style="list-style-type: none"> • Identified children to be assessed using the dyslexia screener. • Results to be analysed and shared with strategies to further support the child identified. • Results from the screener helps to inform future provision.