

Accessibility Plan

Ormiston Sandwell Community Academy

Statement of intent

This plan outlines the proposals of the governing body of Ormiston Sandwell Community 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

Authorised by:

P McKinniss

Principal

Date:

September 2026

D Lloyd

Chair of governors

Date:

September 2026

Next review date: September 2027

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education.

The Local Governing Body (LGB) have three key duties towards disabled pupils under Part Four of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students.

This duty requires schools to produce an Accessibility Plan that identifies the action the schools intends to take over a three-year period to increase access for those with a disability in three key areas, is published and evaluated periodically. The three areas include:

- Increasing the extent to which disabled students can participate in the academy Curriculum
- Improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Disability Equality Duty (2006) requires all schools to

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This duty requires schools to

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan
- Publish the DES/Action Plan
- Demonstrate they have taken action identified to achieve outcomes
- Report on progress, review and revise the DES annually.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

At all times, the academy will also be equally aware of the needs of disabled staff, parents and visitors.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy community for students and prospective students with a disability
- To provide a caring and friendly environment

- To provide resources to cater for the needs of the individual students
- To promote an understanding of disabilities throughout the academy and an awareness of the needs of students with a disability
- To ensure all staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum

Principles

- Compliance with the DDA is consistent with the academy's aims, equal opportunities policy, and the operation of the academy's SEN policy.
- The academy recognises its duty under the DDA (as amended by the SENDA):
 - 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 students at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- The academy 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 academy provides all students with a broad and balanced curriculum, differentiated, and adjusted to:
 - meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcome potential barriers to learning and assessment for individuals and groups of students.

Activity

a) Education & related activities

The academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Within the curriculum, the academy aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the academy will have consideration in planning facilities for:

- Wheelchair access
- Screen reader software
- Screen magnifier software for the visually impaired
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
- Screen Magnifier Software.

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream academy.

To ensure that the needs of all disabled students and staff are represented within the academy.

To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

b) Physical environment

The academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested etc.

Action Plan

The Plan will be monitored through the academy governing body. The plan is of necessity organic and will need adaptation and additions on a regular basis. Additionally, the academy will always endeavor to:

- Improve availability of written material in alternative forms
- Improve working environment for students with visual impairment by incorporating appropriate colour schemes when refurbishing and install blinds on south-facing windows

Linked Policies

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

- Site Development Plan
- Equal Opportunities policies
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Asset Management Plan
- Prospectus and Mission Statement
- Teaching and Learning

Information

As at September 2026 we have students in the following categories:

- ADHD
- Allergies
- Autism/Neuro Diverse needs
- Asthma
- Cerebral palsy
- Stoma Bag for Colon condition
- Diabetes

- Dyslexic
- Dyspraxia
- Eating disorders
- Eczema
- Hearing impairment
- Heart problems
- Vision impairment

We collect information from the partner primaries, so that we are prepared for children when they arrive in the Academy.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their need

Improving Access to the Curriculum

	<i>Issue</i>	<i>Action</i>	<i>People / Resources</i>	<i>Timescale</i>	<i>Success Criteria</i>	<i>Monitoring Method: Who? How?</i>
1	<i>Ensure that all Academy trips & residential visits are accessible for students with learning or physical disabilities.</i>	<i>Thorough planning. Advance visits. Trip packs and Risk Assessments. Use of EVOLVE to record</i>	<i>Visit leaders Educational Visits Co-Ordinator. Principal</i>	<i>On-going</i>	<i>Academy trips & residential visits are accessible for all students.</i>	<i>Principal Academy Visits Co-ordinator. Trip leaders. Feedback from students</i>
2	<i>Ensure that after-Academy clubs are accessible for all students.</i>	<i>Ensure access is available for all students including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.</i>	<i>Leaders of after-academy clubs Enrichment activities coordinator in place</i>	<i>On-going</i>	<i>After-Academy clubs are accessible for all students.</i>	<i>Principal Feedback from parents and students.</i>

3	<i>Strive to ensure curriculum is fully accessible to students with any type of difficulty or disability.</i>	<i>Consider alternative communication systems. Consider the way in which information is presented to students. Consider ways in which students can communicate their ideas.</i>	<i>All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.</i>	<i>On-going</i>	<i>Curriculum is fully accessible for all students.</i>	<i>Principal SLT SENDCO.</i>
4	<i>Academy policies make reference to provision for students with difficulties & disabilities (particularly PE)</i>	<i>SENDCO to review all policies for appropriateness with respect to provision during policy consultation period</i>	<i>Whole staff. Subject leaders. Advisors.</i>	<i>On-going</i>	<i>Policies include provision for students with difficulties or disabilities</i>	<i>Principal SLT Subject leaders.</i>
Improving Access to Information						
5	<i>Availability of written material in alternative formats</i>	<i>Academy makes itself aware of the services available through its LA for converting written information into alternative formats.</i>	<i>L.A. Principal Admin Staff SENDCO</i>	<i>On-going</i>	<i>If needed the Academy can provide information in alternative formats</i>	<i>SENDCO Feedback from parents and staff.</i>

6	<i>Staff training on EVAC chair and handling of a physically disabled individual in times of emergency</i>	<i>EVAC training programme rolled out to all staff across the Academy</i>	<i>First Aid Officer</i> <i>SEND Staff</i>	<i>Annually</i>	<i>All staff are able to use EVAC chair in times of emergency</i>	<i>Academy First Aider</i> <i>SLT</i>
7	<i>Raise staff awareness of disabilities issues.</i>	<i>Academy to seek advice from experts. Consider needs of specific students, both for Academy and off-site activities.</i>	<i>LA.</i> <i>Health Authority.</i> <i>Disability Rights Commission.</i> <i>All Academy staff.</i>	<i>On-going</i>	<i>Teachers and LSPs aware of issues. Detailed information and support available and passed on by staff.</i>	<i>Principal</i> <i>SLT</i> <i>SENDCO.</i> <i>Class Teachers.</i> <i>LSPs.</i> <i>Other non teaching staff.</i>
		<i>Promote disability equality via:</i> • <i>Staff meetings</i> • <i>PSHCE lessons</i> • <i>Assemblies</i> • <i>Celebrating difference</i>	<i>Whole Staff</i>	<i>On-going</i>	<i>Increased whole academy awareness of disability issues</i>	<i>SENDCO</i> <i>All Staff</i>

Improving Access to the Physical Environment

	<i>Potential Issue</i>	<i>Action</i>	<i>People / Resources</i>	<i>Timescale</i>	<i>Success Criteria</i>	<i>Monitoring Method: Who? How?</i>
8	Ensure physical access to all blocks of the academy	Ensure all Lifts available and functioning in all academy blocks	Site Team	Ongoing	Academy is more accessible for anyone with a physical disability	Operations Manager Site Team Weekly Checks
9	Regular maintenance of all lifts – failure of lifts result in students with a physical disability being unable to access some subject areas	Ensure regular checks carried out by site team Ensure all staff are aware to report any issues identified or reported to the site team	Site Team SENDSCO	Ongoing	Academy is more accessible for anyone with a physical disability	Operations Manager Site Team Weekly Checks

