



ACCESSIBILITY PLAN

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The document aims to outline the school's Send Policy, detailing the school's approach to supporting students with Special Educational Needs and Disabilities. Additionally, it includes a Send Information Report, which provides details on the support provided and its effectiveness.

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This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if they/them 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.

Key Aims

Our school aims to treat all its pupils fairly and with respect. At Apple Orchard school, we are committed to offering an outstanding school experience which ensures the best possible progress for all of our students, whatever their needs or abilities, without discrimination of any kind. All students are valued and encouraged to develop confidence in their abilities and strengths and to have high aspirations for themselves. Support is provided for any student who, at any time, is identified as requiring additional or special provision to help them to achieve success.

At Apple Orchard School, we acknowledge that all teachers are teachers of Special Educational Needs and Disabilities (SEND). We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their planning, classroom organisation, materials used, teaching style, differentiation and through partnership with the school SENDCO.

We work collaboratively with staff, care teams, LA, social workers and our parents of our young people with SEND.

When necessary, we will seek appropriate advice and support from external agencies after discussing a child's needs with the parents/carers.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled students less favourably

- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties all staff have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/legal guardians' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the legal guardians' and child's right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised, age appropriate and supports the therapeutic need.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [Equality Act 2010: advice for schools - GOV.UK](#). The Equality Act 2010 defines an individual as disabled if they/they has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the [SEND code of practice: 0 to 25 years - GOV.UK](#) 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Increasing Access for disabled students to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Focusing on chosen areas of the curriculum over time
- Led by those with curriculum responsibility within the school
- Work in conjunction with social workers and care staff where possible
- Draw on expertise from external partners e.g. speech and language specialists, educational psychologists
- Use IT e.g. kindle & laptop to enhance learning
- Access arrangements for pupils who require extra time/reader/scribe/ rest breaks/ prompts in exams and tests in conjunction with their 'normal way of working'.

Key elements:

- Focus on detailed medium/long term plans
- Offer differentiated curriculum for all pupils.
- use resources tailored to the needs of pupils who require support to access the curriculum
- High expectations
- Appropriate deployment of teaching assistants
- Student grouping

- Activities outside the school: school trips, special events, work experience
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

Overall priorities for increasing curriculum access:

- All schemes of work are up to date
- Staff continue to strive to overcome barriers to learning supported by CPD
- Needs of all students are met fully by the effective deployment of support staff
- Assessment is ongoing and formative assessment is kept up to date
- High expectations.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Provision of moveable ramp from dining room into main school area
 - It has been identified that adjustments to wheelchair access to the kitchen area and the kitchen fire escape would be needed should a pupil who uses a wheelchair attend the site.
 - In this instance, two folding ramps will be purchased i.e.
<https://www.theramppeople.co.uk/premium-length-fold-wheelchair-ramps>
 - A visitor would not need to access that specific area of the school and could access all other areas they would need to.
 - These ramps can either be delivered via website company or purchased from a local supplier and picked up same day.
 - The ramps are to be placed, when required, in the areas in the included photos (attached to this email).
 - A procedure of use would be implemented if the ramps are purchased and used. The procedure would include a visual risk assessment and system of work.



- Provision of specific furniture as required to meet disability needs – as required
- Changes to layout of rooms as required to meet specific needs
- Improvement to signage, colour contrast and lighting.

Improving the delivery of written information to disabled students

This will include planning to make written information that is normally provided by the school to its students available to disabled/SEND students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and legal guardians' preferred formats and be made available within a reasonable time frame.

- Large print
- Coloured paper
- Simplified language
- Coloured overlays
- Dual language texts

Identifying the appropriate format must take into account:

- Students' impairments
- Preferences expressed by students
- Access to specialised formats – dual language.

Management, co-ordination and implementation

Management

- The company Polaris, Governing body, The school SENCO and Headteacher take responsibility for the school accessibility plan
- The plan will be reviewed annually or sooner if building or decorating work is required by the Headteacher
- Co-ordinators will take account of the plan when reviewing schemes of work and resources
- The plan will be evaluated as part of the school's self-review and evaluation cycle
- Carers, social workers and students' views will be sought

Co-ordination

- The plan will be evaluated in conjunction with our SEND provision and DDA
- Professional Development priorities will be informed by this plan
- The school's Health & Safety policy will be reviewed in light of this plan
- The plan will be coordinated with other services and agencies e.g. LA accessibility strategy, social services, health agencies, particularly in regard to meeting the health needs of disabled students in school.

Implementation

- The lead person for the plan is the headteacher
- The plan has clear timescales and identifies the necessary resources, human and financial with source of funding e.g. school access budget, LEA funding.
- The plan makes clear the anticipated outcomes
- The plan has built in reviews mechanisms and dates.

The school has set the following priorities for making this plan available

- Hard copies of the plan are made available from the sendco office
- Design and layout will be simple and clear
- Large font will be available
- The style will be as jargon free as possible.

Financial Planning and control

The headteacher, SLT and Polaris will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan – Updated January 2021

Updated September 2022

Updated January 2025

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Installation of moveable ramp to steps from dining room to main school	Suitable ramp to be purchased at the point a wheelchair user is enrolled in school	Proprietors/headteacher	Long term	On- going	https://www.theramppeople.co.uk/premium-length-fold-wheelchair-ramps
Review the room settings to meet the needs of the students	Assess needs of students regarding location of seating. Make changes and notify other staff.	Whole team		On-going	
Review classroom lighting – each main classroom has three lighting strips; middle one needs to be deactivated to alleviate board glare	Remove starter switch from middle lighting strip in three main classrooms	School maintenance team	Short-term	By end February 2019	Completed

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure all students feel included at break times	Supervisory staff to encourage students to be involved in games. Outside Games rules devised in conjunction with students and all staff.	Whole team	Long-term	On-going	Staff have purchased a number of board games, outside equipment and art materials (Sept 2022)
All staff to ensure thorough understanding of students' individual needs	SENDCO maintains updated Pupil Passports All staff ensure they have read Pupil Passports	Whole team	Long-term	On-going	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Students are fully integrated within the classroom	TAs used to support specific students on an identified need basis.	Whole team	Short term decisions	On-going	
Students have access to appropriate IT facilities	Functioning projectors in all classrooms – SMART BOARDS INSTALLED Speakers working correctly in all rooms Tablets for less able PC access to dyslexic students as required	Whole team Proprietors IT technician	Medium term	By Easter term 2019	Completed
Evaluate trips in light of students at the time	Review trips and the journey. Only suitable sites can be visited. Review transport to meet the needs of the students attending.	Staff attending trip		On-going	Each vehicle must have max 5 students and 3 staff. Assess mix of students before travelling.
Ensure assessment review and evaluations are fully in place	Evaluation of the programmes offered. Formative assessment in place throughout the school to support the achievement of all of the students.	Anne Barry Michelle Nicky	Long term	On-going	Michelle SENDCO. Nicky Assistant SENDCO Utilising SNAP, APDR. to assess students' needs. All teachers to use formative and summative assessments and APDR. English and Maths assessments- PUMA, PRIMA and ACCESS

Monitoring arrangements

This document will be under ongoing review as the school continues develop, annually. We recognize there will be further additions to this document over time. It will be approved by the Governing Body.

Links to other policies and documents

- Apple Orchard school Health and Safety Policy
- Special educational needs (SEND) policy and Information report

- Special Educational Needs & Disabilities (SEND) Local Offer
- Apple orchard school curriculum policy
- Apple Orchard school Equality policy
- Apple Orchard school first Aid policy