

Planning duty 2:

Accessibility Plan

Date adopted: Summer 2021

Next review date: Summer 2027

Plan prepared by	Ormiston Victory Academy
Responsible committee	LGB delegated authority
Date approved by committee	Summer 2023
Date ratified by LGB (if required)	N/A
Description of changes from the model policy (if any)	

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Statement of intent

This plan should be read in conjunction with the **Academy Development Plan** and outlines the proposals of the governing body of Ormiston Victory Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the Academy curriculum.
- Improve the environment of the Academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, 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 academy 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 regularly in consultation with:

- The parents/carers of pupils
- The Principal and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the Academy and its pupils, and where the Academy has undergone a refurbishment.

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Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Continued focus on and QA of Quality First Teaching strategies and in-class adaptations to support students with SEND	Ongoing CPD on QFT and in-class adaptations during CPD schedule. Learning walks by SLT, Director of SEND and AP for SEND to QA teacher SEND adaptations and resources	Director of SEND, AP for SEND & AP for T&L	Autumn 2025 - ongoing	Learning walk data and QA documents show that QFT and in-class adaptations are consistently applied to ensure students with SEND are more able to access the curriculum	Autumn 2027
Medium term	Staff members need an enhanced range of skills to support high profile pupils with SEMH	Continued fortnightly briefings on specific students to provide individual strategies. Targeted EHCP/Behaviour meetings to identify support pathways for complex need EHCP students. Staff CPD on SEMH strategies	AP/VP for Behaviour, Director of SEND & Assistant SENDCos for KS3 & KS4	Autumn 2025 - ongoing	Teaching staff learn new strategies which are informed by research and background knowledge & strategies to enhance support for students who are struggling	Summer 2027

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		Continuing to provide ICT support, lift	Director of			
<p>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.</p>						
	Lessons	Sensory audits for specific students with sensory challenges.	and Deputy SENDCo	Ongoing		

Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Refresh of PEEP plans for all students with PD.	External training needed & refresher for staff in older buildings – posters to be updated for high need/complex PD students in relevant classrooms	Health Manager	Spring 2026	Appropriate numbers of trained staff are on hand to evacuate all students who need physical support. All PEEPs are up to date and relevant,	Summer 2027

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<p>Medium term</p>	<p>Learning environments for students with VI must all be accessible. Classroom adjustments highlighted in CPD for staff and quality assured during SEND learning walks.</p>	<p>Movement of furniture in classrooms to allow full access to interactive boards or whiteboards. Continued CPD/reminders for staff on supporting students with VI</p>	<p>Site staff Director of SEND</p>	<p>Autumn 2025 - ongoing</p>	<p>All room set ups and visual displays are fully accessible to students with VI impairments. Form signs printed in yellow and markings made around the academy. Learning walks and QA show that students with VI are being appropriately supported in the classroom and can access their learning.</p>	<p>Summer 2027</p>
<p>Long term</p>	<p>Children with physical disabilities must be able to access all buildings on site</p>	<p>New build fully accessible to all students. Old building surveyed to possibly improve access. Review of lesson timetables for students with PD especially in Trafalgar block where there is no stairlift.</p>	<p>Director of Finance & Operations and Director of SEND</p>	<p>Autumn 2025 - ongoing</p>	<p>New academy buildings are fully accessible in regards to the DDA and accessibility to the curriculum. Lessons are not timetabled in one old building which is not accessible to all pupils and accommodations are not physically possible in this building. Ensure if there are any students in 6th for with PD in future that computer facilities and lessons are only timetabled downstairs in these cases. Sixth</p>	<p>Summer 2027</p>

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					form students also all have their own devices for private study.	
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Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

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	Issue	What	Who	When	Outcome criteria	Review
Short term	All academy information must be accessible to those with impairment	Ongoing audit of information delivery procedures across curriculum departments including admin (ie. for information sent home).	AP for SEND, Director of SEND & Lead ICT Technician	Autumn 2025	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2027
	Academy needs to support all meetings in other languages	Academy to continually monitor and make consistent use of translator service offered by the county council and to map meetings which require this costed provision across the year. Translation of key documents into most widely used languages across the academy.	EAL Co-ordinator	Autumn 2026 - ongoing	Academy uses translator services. Key documents available in variety of commonly used languages throughout the Academy	Summer 2027
Medium term	Written information must be accessible to	Continued embedding of provision of written information in alternative formats e.g. on different coloured paper/ exercise books and/or using coloured overlays or different font, including	SENDCO	By Summer 2026	Written information is fully accessible to children with visual impairments	Summer 2027

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	pupils with visual impairments	interactive whiteboards & digital power points being accessible to students.	Lead ICT Technician			
Long term	Academy website must be more accessible to parents and pupils with SEND	Audit of website & review/amend SEND information report to ensure accessibility is enhanced eg. use of colour, signposting & visuals.	Lead ICT Technician & Director of SEND	Spring 2026	Website is fully accessible & parents/carers feedback is positive regarding accessibility of SEND information report	Summer 2027