



ACHIEVING MORE TOGETHER

Accessibility Plan

Ormiston Bushfield Academy

Statement of intent

This plan outlines the proposals of the governing body of Ormiston Bushfield 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 governing body also recognises its responsibilities towards the wider Academy community including any visitors to the Academy building with disabilities and will:

- Provide appropriate support and provision for visitors with disabilities to ensure that they can safely access and navigate their way round the Academy building.

Ensure suitable provision is in place to assist visitors whilst moving around the Academy building inclu

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

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

Next review date: December 2026

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Some EAL students struggle to access lesson resources due to language barriers.	Introduce assistive technologies such as tablets/laptops to support translation services.	IT Technicians SENCO EAL coordinators	April 2024	Assistive technology is in place and available for EAL students to support with translation services.	September 2024
Medium term	Students may struggle to access the curriculum due to their reading ability.	Implement Reading Buddies programme to allow 1:1 support for students with their reading.	SENCO Deputy SENCO CTL English	September 2024	Students reading ability improves through additional intervention and support allowing better access to curriculum resources.	April 2025
		Introduce Language Link software to assist students with developing their reading ability.	IT Technicians SENCO	September 2024		
Long term	Ensure the Academy curriculum is inclusive for every student.	Robust procedures introduced to monitor the suitability of the curriculum for all students using the Subject Development SEND Discussion Plan to audit departments and apply actions as necessary.	SENCO CTLs	Ongoing	Departments identify areas of development following completion of internal audits. Changes implemented as necessary.	September 2026
		Ensure staff are suitably trained to deliver Quality First Teaching.	SENCO CTLs	Ongoing	Staff achieve a better understanding of what it means to deliver an inclusive curriculum.	September 2026

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 themselves or their parents/carers.

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Excessive distance between the Academy car park and Academy reception may be prohibitive for people with physical disabilities.	OAT Health & Safety to risk assess the journey from the car park to Academy reception.	Facilities Manager OAT Health & Safety	April 2024	Academy has implemented a solution allowing better access to the Academy building.	September 2024
		Contact Local Authority to request provision of disabled parking closer to the Academy reception.	Facilities Manager	April 2024		
		Investigate methods of allowing people to request assistance accessing the building from the car park.	Facilities Manager	April 2024		
Medium term	Learning environment of students with visual impairment is not fully accessible.	Audit the spaces and apply appropriate actions as identified.	Facilities Manager	September 2024	Adjustments made to make a more accessible environment for students with visual impairment	April 2025
Long term	Future building developments across the Academy estate do not support accessibility requirements.	Continued consideration made for accessibility requirements throughout building lifecycle and equipment refreshes.	Facilities Manager	Ongoing	Academy building developments continue with consideration made to support those who require additional support.	September 2025
<p><i>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 themselves or their parents/carers.</i></p>						

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Language barrier during meetings due to lack of translation services to support engagement with multiple languages.	Academy to make consistent use of translator services where necessary.	SENCO	April 2024	Academy has access to and makes use of translation services to support engagement during meetings.	September 2024
Medium term	Written information is not accessible to all students.	Provide guidance to staff to create a standard for written communications and presentations considering font type, font colour, font size and appropriate colours of background etc.	SENCO Assistant Principal – Teaching & Learning	September 2024	A clear set of guidelines is produced and issued to staff to follow when producing written communications and presentation materials.	April 2025
Long term	Language barriers prevent stakeholders from accessing Academy information.	Translation of key documents into most widely used languages across the Academy offered based on the requirement of the local community.	SENCO Admin	Ongoing	More accessible communication tailored to the Academy community.	September 2025
	All Academy information must be accessible	Continually review the information available to students and parents including delivery methods to ensure accessibility. Question included in parent survey to ascertain the best way to communicate with individual Parents.	Academy SLT	Ongoing	Continually adapt procedures to ensure information is accessible	September 2025
<p><i>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.</i></p>						