Accessibility Plan

September 2023

To be reviewed 2026 or as required

Orchard School Accessibility Plan

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

Definition of Disability

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes SENDsory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Key Objective

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We reduce and eliminate barriers to enable access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability. This aim is in accordance with the ambitions of the school development plan and our vision that *we are committed to inclusion, believing that every child has the right to succeed. We take ownership of the responsibility to ensure that any barriers to learning are overcome and that all children experience success.*

Principles

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

In performing their duties, governors and staff will have regard to the SEND Code of Practice and the Disability Discrimination Act (DDA).The school 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 school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of an inclusive curriculum for all including:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils

This plan will contribute to the review of the school development plan and to related school policies including:

- Inclusion/SEND Policy
- Equal Opportunities Policy
- Teaching and Learning Policy

Activity

This section outlines the main activities that Orchard has undertaken and is planning to undertake, to achieve the key objective:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and follow the advice of Hackney Education services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts as well as use and invest in our in-house expertise.

b) Physical environment

We have already made the site more accessible with the provision of new an entrance ramp, extra disabled toilets, and signs and emergency contact points which comply with DDA regulations. There is now a lift available for wheelchair users making all floors accessible. The school will take account of the needs of pupils and other users with physical difficulties and SENDsory 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 in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See attached (Appendix).

Linked Policies

This plan will contribute to the review and revision of related school policies, e.g

- School Development Plan
- SEND Policy
- Equal Opportunities Policy
- Curriculum Policies
- Health & Safety Policy

Area To Be Addressed: Access to the Curriculum

Goals & Targets:

Target 1. Ensure that teachers and classroom assistants have the necessary training to teach and support all pupils.

Target 2. Ensure that staff review practice, to ensure barriers to learning and participation are removed.

Target 3. Make sure all classrooms are optimally organised for all pupils, including those with disabilities.

Strategy & Implementation:

Target 1. Ensure that staff attend annual training courses and receive support on specific needs that children within their class have; such as autism or medical needs, etc. Increase knowledge and confidence amongst staff to teach pupils working below age related expectation.

Target 2. Review planning and delivery of the curriculum for SEND pupils and disabled pupils, by updating the provision map termly and use this to identify barriers to learning and participation for these pupils.

Target 3. Audit the planning and displays within classrooms, to see which are interactive and visual. If necessary provide further training (SENDCO/SMT/Hackney Education) on how this can be achieved. Also ensure that classrooms with disabled pupils are physically laid out so that the child can access all areas of the room.

Resources:

Target 1. Provide inset time/CPD for staff as appropriate.

Target 2. SENDCO to initiate audit of planning and delivery of the curriculum.

Target 3. SENDCO/SLT to initiate audit of planning, displays and layouts for each class. Funds will be available for further inset and/or special furniture or equipment.

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

• As part of the school Self Evaluation process

• As part of the Headteacher's report to Governors

• By feedback from teachers and other staff

Area To Be Addressed: Physical environment

Goals & Targets:

Target 1. To ensure that the building is fully accessible to all.

Target 2. To ensure that the building is safe for those with a physical disability.

Strategy & Implementation:

Target 1. Completion of all new building works including ground floor toilet to be fully DDA compliant.

Target 2. All areas risk assessed.

Resources:

Target 1. Capital build contribution.

Target 2. Premises manager/SBM time. Capital repair money.

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Feedback from parents, pupils and staff.
- As part of the Headteacher's report to Governors.
- Annual audit of health and safety file including risk assessments.

Area To Be Addressed: Accessibility of Information

Goals & Targets:

Target 1. To ensure staff are familiar with technology and practices developed to assist people with disabilities.

Target 2. To produce written information in different formats, so that it is accessible to all pupils, parents and staff.

Strategy & Implementation:

Target 1. Provide whole staff training on how to use certain computer programmes we already have in school, which can be used with disabled pupils.

Target 2. Audit the provision for stakeholders who need altered text (audiotapes or verbal feedback for non-readers; enlarged print for visually impaired people; alternative language for non-English speakers; etc). Work alongside other staff in school and possibly staff from The Learning Trust to produce alternative formats which can be used in future.

Resources:

Target 1. Staff training time. Money to purchase any new equipment which is needed.

Target 2. Produce a list of alternatives that need to be produced. Work with other staff to produce the formats needed for our school.

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Feedback from parents, pupils and staff.
- As part of the Headteacher's report to Governors
- As part of the school Self Evaluation process.