

1. Aims

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

Target Audience(s):	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Clinical Staff <input type="checkbox"/> Non-Clinical Staff <input type="checkbox"/> External suppliers or visitors <input type="checkbox"/> Regulatory / Legal bodies <input type="checkbox"/> Other (e.g. Students/patients) <input type="checkbox"/> Teaching staff
Policy Author (Subject Matter Expert):	Zoe Ramshaw
Policy Committee Sponsor:	Peter Curtis
Frequency of review:	2 years
Last review date:	01/09/2025
Next Scheduled Review:	01/09/2027

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable pupils, staff and visitors with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils, staff and visitors with a disability
- To evaluate and report to parents on the success of the action plan in meetings its targets.

2. Statement

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Orange Tree School we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Orange Tree School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. The plan will be made available online on the school website, and paper copies are available upon request.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We will include a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and board members of the school.

The physical environment

E.g. Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

Physical aids

E.g. ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information

E.g. Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Reasonable adjustments made in order to increase accessibility must always be within a reasonable time and taking account of the pupils' disabilities and any preferences expressed by them or their parents.

3. Annual targets and review

- All targets within this plan are formally reviewed at least annually by leaders and members of the quality & standards committee, including all those that are September 2026 and/or arise 'as and when' a specific need requires an adjustment.

Accessibility plan September 2025/2027



Task	Next review	Responsibility	Monitoring	Success criteria
Compliance with the Equality Act 2010	September 2027	Headteacher	SBM	Ofsted reports confirm compliance. All stakeholders have equality of access and opportunity at OTS
Ensure the wording of all school documentation and policies makes provision for disabled pupils and is therefore not unintentionally discriminatory	September 2027	Headteacher Admissions Officer	SBM	Policy wording is not discriminatory Policy wording does not unintentionally cause offence Written policies are accessible to all (translations are available on request) as is reasonable on request.
Thoroughly consider and plan for the needs of the pupil prior to entry (linked to curriculum as well as access)	September 2027			At least two weeks before entry all aspects of need are resourced Appropriate plan of transition

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ACCESSIBILITY TO BUILDINGS The Main building is accessible to all (first and second floor, with lift access) Friary Hall building is accessible to all (ground floor only)				
<p>Fire evacuation drills cater for all needs, including any disabled users.</p> <p>Fire Marshals undertake their duties.</p>	September 2027	Headteacher	SBM	<p>All pupils, visitors and staff are aware of fire evacuation procedures; all pupils and staff will have rehearsed (termly) and know fire evacuation procedures; all pupils, visitors and staff will have appropriate support to ensure safe evacuation</p>
<p>At both buildings, door modifications have been made to facilitate access for all.</p> <p>Though the floor of the buildings are accessible throughout, further modifications to the buildings would be made to accommodate disabled users with more complex access needs, if necessary.</p> <p>Disabled toilet facilities are provided in both buildings.</p>		Headteacher	SBM	<p>All staff will be aware of needs and ensure accessibility arrangements, where reasonable, are made and adhered to</p> <p>All visitors, staff, families and pupils have full access to the schools, classrooms and toilets with reasonable adjustments made, where necessary</p>

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Recreational facilities and trips to be planned for with 'access for all' as a priority.	September 2027	Headteacher	Assistant Headteacher	All pupils able to access play and recreational facilities and other areas as part of the holistic curriculum
ACCESS TO THE ACADEMIC & THERAPEUTIC CURRICULUM				
The school's training programme to be used effectively to develop staff skills and understanding of the pupils' needs and how to ensure real inclusion and facilitation of access for all.	September 2027	Headteacher	SBM	<p>Staff aware of the needs of all pupils and how to support access to classroom and curricular activities</p> <p>Performance management, supervising therapists' system, supervision and training enhance staff understanding of need and support accessibility to curriculum</p>
A balanced and relevant curriculum accessible to all pupils	September 2027	Headteacher	SBM	<p>Skills of specialist staff are utilised to support access to a balanced and relevant curriculum</p> <p>Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum</p> <p>Curriculum takes into account, where reasonable and practical, the accessibility requirements and needs of pupils (location, skills of staff, needs of pupils)</p>

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Maintain a strong focus on the need to differentiate work for all pupils in our special therapeutic schools context	September 2027	Headteacher	SBM	<p>Lesson planning reflects and highlights individual needs</p> <p>Progress plans support access to all lessons All lessons personalised for individual needs (as reasonably possible)</p> <p>Appropriate resources are available to access the curriculum as reasonable and as required</p>
Provision of large computer monitors, interactive whiteboards	September 2027	Headteacher	SBM	All pupils and staff have access to supportive technologies in order to maximise their access and engagement with the full curriculum offer. This includes iPad, laptop and large-screen Mac access
Ensure access arrangements are well planned and suitable in enabling all pupils, including those with specific and/or additional needs, to access and complete assessments.	September 2027	Headteacher	SBM	All pupils access assessments in order to achieve their maximum potential. See separate exams policy which includes access arrangements

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Sports programme is provided by the Occupational therapy, therefor it is adjusted to the students' needs.	September 2027	Headteacher	SBM	All pupils have equal access to activities that support health and wellbeing
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POLICIES, PROCEDURES, PRINCIPLES & WRITTEN STATEMENTS OF INTENT				
Disability Awareness to be reflected and considered when developing all school policies, procedures, principles and statements; taking into consideration the needs of all stakeholders.	September 2027	SBM	SBM	School policies & procedures reflect the needs of all stakeholders, can be accessed by all and support the development of access for all (specific attention given to behaviour, anti-bullying and curriculum)
MEDICAL				
Assess pupils' health needs and identify resources required to meet those needs prior to starting	September 2027	Headteacher	SBM	Specialist equipment as is practical and reasonable in place at least two weeks before pupil's start date, plan of action and appropriate risk assessments and pupil progress plan in place and shared

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Training for teachers on specific special needs and in first aid – e.g. staff training on hearing and visual difficulties, dyslexia, diabetes, speech development etc, as necessary	September 2027 As needed	Headteacher	SBM	Always more than two first aiders at every site All staff aware and trained in the relevant special and additional needs areas of our pupils (SEMH, ADHD, ODD etc) and in specific areas (e.g. hearing, ASD) if pupil referrals demonstrate these areas of special need/disability
ACTIVITIES INCLUDING TRIPS				
Ensure that trips out of school for pupils are planned with the abilities of all pupils in mind to ensure inclusion as far as possible	September 2027 Department budget / school budget	Headteacher	SBM	All pupils (as considered reasonable) able to attend Alternative equivalent experiences in place for those who cannot complete the main event

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ACCESS TO WRITTEN INFORMATION				
Provide larger print handouts to pupils where necessary including information and worksheets	September 2027	Headteacher	SBM	Pupils with disabilities have full access to everything written that other pupils have access to
Provide information to pupils in a format which meets their needs	September 2027	Headteacher	SBM	All pupils have access to technology and other materials in accordance with their EHCPs and pupil progress plans
Where required & requested, provide school newsletters, letters and other information made available for pupils, families and staff in an alternative form, e.g. audio	September 2027	Headteacher	SBM	All stakeholders able to access newsletters, letters and any other information made available