



Orange Tree School

Accessibility Plan

September 2026 to September 2029

OTS Oakleigh Park and Ridgeway Hospital Provision

This plan supports compliance with:

- Equality Act 2010 (Schedule 10)
- Education (Independent School Standards) Regulations 2014, particularly:
 - o Part 3 – Welfare, Health and Safety of Pupils
 - o Part 5 – Premises of and Accommodation at Schools
 - o Part 8 – Quality of Leadership in and Management of Schools



DOCUMENT DETAILS	
Applies to:	• All Staff • External suppliers or visitors • Regulatory / Legal bodies • Other (e.g. Parents) • Hospital Staff
Policy Author (Subject Matter Expert):	Zoe Ramshaw
Approval Body:	Advisory Board – Peter Curtis
Frequency of review:	Every Three Years (with annual progress review)
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Next Review Date:	31/7/2029

Accessibility Plan Summary

Purpose

This Accessibility Plan explains how Orange Tree School will continue to improve access to education, facilities and information for disabled pupils, staff, parents, carers and visitors across both the Oakleigh Park site and the Ridgeway Hospital Provision. It sets out our commitment to removing barriers, making reasonable adjustments and promoting inclusion in accordance with the Equality Act 2010.

Who does this plan apply to?

This plan applies to:

- pupils;
- prospective pupils;
- employees;
- volunteers;
- contractors;
- parents and carers;
- Advisory Board members;
- visitors;
- hospital staff working alongside the school; and
- external professionals supporting pupils.

Our Commitment

Orange Tree School is committed to:

- providing an inclusive learning environment;
- making reasonable adjustments wherever practicable;
- promoting equality of opportunity;
- reducing barriers to learning and participation;
- supporting independence and wellbeing;
- working collaboratively with families, professionals and hospital colleagues; and
- continually improving accessibility across all areas of school life.

The Three Areas of Accessibility

This plan focuses on improving:

- Access to the curriculum through inclusive teaching, reasonable adjustments and specialist support.
- The physical environment to improve access to buildings, facilities and learning spaces.
- Access to information by ensuring communication is available in accessible formats where required.

Review

Progress against this plan is reviewed annually by the Headteacher and reported to the Advisory Board. The plan is formally reviewed every three years, or sooner if significant changes occur to the school's provision or legal requirements.

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1. Introduction

Orange Tree School is committed to providing an inclusive, welcoming and accessible environment in which every pupil can participate fully in school life and achieve their potential. We recognise that accessibility is about more than physical access to buildings. It is about ensuring that every pupil, member of staff, parent, carer and visitor is able to access education, information, facilities and services as independently and equitably as possible.

As a specialist independent school providing therapeutic education across our Oakleigh Park site and the Ridgeway Hospital Provision, we recognise that barriers to participation may arise from a wide range of physical, sensory, communication, cognitive, emotional and medical needs. We are committed to identifying and removing those barriers wherever it is reasonable and practicable to do so, while working collaboratively with pupils, families, hospital colleagues and external professionals.

This Accessibility Plan sets out how Orange Tree School will continue to improve accessibility over time by:

- increasing access to the curriculum for disabled pupils;
- improving the physical environment to enable greater access to education, facilities and services; and
- improving the availability of information in accessible formats for pupils, parents, carers, staff and visitors.

Accessibility is not viewed as a standalone responsibility but as an integral part of the school's commitment to safeguarding, equality, inclusion and high-quality education. The school recognises that the needs of individuals will vary and that reasonable adjustments must be considered on an individual basis, taking account of each person's strengths, needs and circumstances.

This plan should be read alongside the School's Equality Policy and Objectives, SEND Policy, Admissions Policy, Child Protection and Safeguarding Policy, Health and Safety Policy and other related policies that support inclusion and equality of opportunity.

2. Purpose and Scope

Purpose

The purpose of this Accessibility Plan is to demonstrate Orange Tree School's commitment to promoting equality of opportunity and improving accessibility for disabled pupils, staff, parents, carers, visitors and members of the wider school community.

In accordance with Schedule 10 of the Equality Act 2010, the school will take reasonable steps to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils and other members of the school community to access education, facilities and services; and
- improve the availability of information in accessible formats for disabled pupils, parents, carers, staff and visitors.

The school recognises that accessibility is an ongoing process rather than a one-off exercise. This plan sets out how Orange Tree School will continue to identify barriers, make reasonable adjustments and improve accessibility over time.

Scope

This plan applies to all aspects of Orange Tree School's educational provision across:

- Oakleigh Park, including the Main Building, the specialist teaching building and all associated facilities; and
- The Ridgeway Hospital Provision, where education is delivered in partnership with the hospital.

It applies to:

- current and prospective pupils;
- employees;
- volunteers;
- contractors;
- parents and carers;
- Advisory Board members;
- visitors;
- hospital staff working alongside the school; and
- external professionals involved in supporting pupils.

The school recognises that some aspects of the physical environment and facilities within the Ridgeway Hospital Provision are managed by the hospital. Orange Tree School will work collaboratively with hospital colleagues to ensure that reasonable adjustments are considered, responsibilities are clearly understood and accessibility is promoted wherever reasonably practicable.

Accessibility considerations under this plan include physical access, access to learning, communication, information, technology, participation in school life and the provision of reasonable adjustments to remove or reduce barriers to participation.

3. Legal and Regulatory Framework

This Accessibility Plan has been developed in accordance with the following legislation and statutory guidance:

- Equality Act 2010, including Schedule 10 (Accessibility for Disabled Pupils);
- Equality Act 2010 (Reasonable Adjustments Duty);

- Education (Independent School Standards) Regulations 2014 (as amended), particularly:
 - o Part 3 – Welfare, Health and Safety of Pupils;
 - o Part 5 – Premises of and Accommodation at Schools; and
 - o Part 8 – Quality of Leadership in and Management of Schools;
- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- Keeping Children Safe in Education (DfE, current edition);
- Human Rights Act 1998;
- Health and Safety at Work etc. Act 1974; and
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).

Orange Tree School recognises its duty to make reasonable adjustments for disabled pupils, employees and other members of the school community and to plan strategically to improve accessibility over time.

This plan supports the school's wider commitment to equality, inclusion, safeguarding and high-quality education. It should be read alongside the School's Equality Policy and Objectives, SEND Policy, Admissions Policy, Child Protection and Safeguarding Policy, Health and Safety Policy and other relevant policies and procedures.

Nothing within this plan limits the school's duty to consider and implement reasonable adjustments at any time. Where an individual's needs change, or where a new pupil, employee or visitor requires additional support, appropriate adjustments will be considered without waiting for this plan to be formally reviewed.

4. Accessibility Statement

Orange Tree School is committed to fostering an inclusive, respectful and accessible learning environment where every individual is valued and supported to achieve their full potential. We believe that accessibility is fundamental to equality of opportunity and is an integral part of delivering high-quality education, safeguarding and pastoral care.

We recognise that disability can arise from a wide range of physical, sensory, cognitive, communication, emotional and mental health needs. As a specialist school, we understand that barriers to participation are not always visible and that accessibility extends beyond the physical environment to include teaching and learning, communication, relationships, wellbeing and participation in all aspects of school life.

The school is committed to:

- treating all members of the school community with dignity, fairness and respect;
- identifying and removing barriers to learning, participation and inclusion wherever reasonably practicable;
- making timely and appropriate reasonable adjustments to meet individual needs;
- promoting independence, confidence and wellbeing;
- ensuring accessibility is considered when planning educational provision, the physical environment, school activities and communication;

- consulting with pupils, parents, carers, staff and relevant professionals when considering accessibility needs; and
- continually reviewing our practice to improve accessibility across all areas of the school.

Accessibility is a shared responsibility. All members of staff are expected to consider accessibility in their day-to-day practice and to work collaboratively to identify barriers and implement appropriate support. Where education is provided within the Ridgeway Hospital Provision, the School will work in partnership with hospital colleagues to promote accessible learning environments and ensure pupils continue to receive appropriate educational opportunities during their admission.

Orange Tree School recognises that every individual is unique. Decisions regarding accessibility and reasonable adjustments will therefore be based on individual needs, informed by appropriate assessment, professional advice and ongoing dialogue with pupils, families and relevant agencies.

Through this plan, the school seeks not only to meet its statutory obligations under the Equality Act 2010 but also to promote a culture in which inclusion, participation and respect are embedded throughout the life of the school.

5. Understanding Our School

5.1 Our School

Orange Tree School is an independent specialist school providing therapeutic education for pupils whose needs cannot currently be met within mainstream settings. The school supports pupils with a range of social, emotional and mental health (SEMH) needs, alongside many pupils who have additional special educational needs and disabilities (SEND), including autism, ADHD, speech, language and communication needs, sensory processing differences and medical needs.

The school recognises that barriers to learning and participation may arise for different reasons and that accessibility requires an individualised approach. Reasonable adjustments are therefore considered on a case-by-case basis to ensure pupils can access education, participate in school life and achieve positive outcomes.

Accessibility planning forms part of the school's wider commitment to inclusion, safeguarding, therapeutic support and high-quality education.

5.2 Orange Tree School - Oakleigh Park Site

The Oakleigh Park site is the school's main educational setting and comprises two buildings.

The Main Building is arranged over three floors and is equipped with a passenger lift, enabling access between levels. The first two floors accommodate the majority of the school's teaching spaces. The third floor mainly accommodates offices, meeting rooms and other facilities that support the day-to-day operation of the school.

A separate specialist teaching building provides dedicated facilities for Food Technology and Science, enabling pupils to access practical learning within appropriately equipped environments.

The school continually reviews its premises, learning environments and working practices to identify opportunities to improve accessibility and remove barriers wherever it is reasonably practicable to do so.

5.3 Ridgeway Hospital Provision

Orange Tree School also provides education at the Ridgeway Hospital Provision, delivering education in partnership with hospital colleagues for pupils receiving inpatient care.

The educational provision is delivered from Orange Tree School Ridgeway which has dedicated teaching spaces located within the hospital grounds, including three classrooms within the main education unit and an additional standalone classroom. Where a pupil is unable to attend the education facilities because of their medical or mental health needs, teaching is delivered on the hospital wards, ensuring continued access to education wherever possible.

Education within a hospital setting requires a flexible approach to accessibility. Pupils' medical, emotional and therapeutic needs may change on a daily basis, requiring personalised timetables, adapted teaching approaches and close multidisciplinary working with healthcare professionals.

Whilst responsibility for the hospital estate and many physical accessibility features rests with the hospital provider, Orange Tree School works collaboratively with hospital colleagues to ensure educational provision remains accessible and that reasonable adjustments are considered as part of each pupil's educational planning.

5.4 Our Approach to Accessibility

Accessibility at Orange Tree School extends beyond compliance with building standards. It includes creating learning environments in which pupils feel safe, understood and able to participate in education regardless of the setting in which that education is delivered.

The school seeks to remove barriers by:

- adapting teaching and learning to meet individual needs;
- making reasonable adjustments to the curriculum, resources and assessment where appropriate;
- providing appropriate communication support and accessible information;
- considering sensory, emotional and environmental factors that may affect participation;
- promoting positive relationships, wellbeing and therapeutic support; and
- working closely with families, therapists, hospital colleagues and external professionals to ensure a coordinated approach to supporting pupils.

Accessibility is viewed as an ongoing process of continuous improvement, informed by regular review, consultation and individual pupil needs.

6. Current Accessibility Arrangements

Orange Tree School recognises that accessibility is achieved through a combination of inclusive practice, reasonable adjustments, appropriate facilities and collaborative working. The school continually reviews its provision to ensure pupils, staff, parents, carers and visitors are able to access education, information and services as fully as reasonably practicable.

The school's current accessibility arrangements are considered under the three areas required by Schedule 10 of the Equality Act 2010.

6.1 Access to the Curriculum

Orange Tree School provides a flexible, personalised curriculum designed to meet the diverse needs of its pupils. Teaching is adapted to support individual learning profiles, recognising that pupils may require different approaches, levels of support or reasonable adjustments to access education successfully.

Current arrangements include:

- personalised learning programmes informed by individual needs, medical needs and Education, Health and Care Plans (where applicable);
- differentiated teaching strategies and adapted learning resources;
- small class sizes and high staff-to-pupil ratios to enable individual support;
- therapeutic approaches that promote emotional regulation and engagement with learning;
- specialist teaching facilities, including Science and Food Technology classrooms at the Oakleigh Park site;
- flexible teaching arrangements within the Ridgeway Hospital Provision, including classroom-based teaching and education delivered on hospital wards where appropriate;
- access to appropriate assistive technology and specialist resources where required;
- close collaboration with parents, carers, therapists, healthcare professionals and external agencies; and
- ongoing assessment and review to ensure reasonable adjustments remain effective and appropriate.

6.2 Physical Environment

Orange Tree School seeks to provide learning environments that are safe, welcoming and accessible to pupils, staff and visitors.

Current arrangements include:

- lift access between all floors of the Main Building at the Oakleigh Park site;
- accessible routes within the school, so far as reasonably practicable;
- specialist teaching facilities designed to support practical learning;
- consideration of individual accessibility requirements when allocating teaching spaces;
- appropriate arrangements for emergency evacuation, including Personal Emergency Evacuation Plans (PEEPs) where required;
- regular review of the premises to identify opportunities for improvement; and

- collaborative working with the Ridgeway Hospital to support accessibility within the hospital education provision, recognising the respective responsibilities of both organisations.

6.3 Accessible Information and Communication

Orange Tree School is committed to ensuring information is communicated in ways that meet the needs of pupils, parents, carers, staff and visitors.

Current arrangements include:

- adapting communication methods where required to meet individual needs;
- providing information in alternative formats where reasonably practicable;
- using clear and accessible language in written communications;
- working with families and professionals to identify preferred methods of communication;
- ensuring accessibility needs are considered during meetings, reviews and consultations; and
- making reasonable adjustments to support effective communication across both school sites.

6.4 Review of Accessibility Needs

Accessibility is considered as part of the school's ongoing planning and review processes. Individual needs may change over time, particularly within the Ridgeway Hospital Provision, where pupils' medical and mental health needs can fluctuate during admission.

The school therefore reviews accessibility arrangements through:

- admissions and transition planning;
- Education, Health and Care Plan (EHCP) reviews, where applicable;
- pupil progress and pastoral reviews;
- risk assessments and health and safety processes;
- consultation with pupils, parents, carers and professionals; and
- regular review of the physical environment and educational provision.

Where barriers to participation are identified, the school will consider appropriate reasonable adjustments and, where necessary, incorporate longer-term improvements into the Accessibility Action Plan.

7. Accessibility Action Plan

Orange Tree School is committed to the continuous improvement of accessibility across all aspects of its provision. The following action plan identifies priorities for development over the lifetime of this Accessibility Plan. Progress will be reviewed annually by the Headteacher and reported to the Advisory Board.

7.1 Access to the Curriculum

Priority	Action	Lead	Timescale	Success Measure
Maintain inclusive curriculum	Review curriculum accessibility annually to ensure learning remains accessible for pupils with a wide range of needs.	Headteacher	Annually	Curriculum review completed and actions implemented where required.
Staff development	Provide ongoing staff training on inclusive teaching strategies, reasonable adjustments and supporting pupils with SEND and SEMH needs.	Headteacher	Ongoing	Training programme completed and reflected in classroom practice.
Assistive resources	Review the availability and effectiveness of specialist resources and assistive technology to support individual pupils.	Headteacher	Annually	Resources reviewed and updated where appropriate.
Partnership working	Continue collaborative working with families, therapists, hospital colleagues and external professionals to support accessibility.	Headteacher	Ongoing	Evidence of multi-agency planning and review meetings.

7.2 Physical Environment

Priority	Action	Lead	Timescale	Success Measure
Premises review	Ensure accessibility is considered as part of the school's routine Health & Safety inspections, premises risk assessments and maintenance planning at the main site.	Business Manager	Ongoing	Review completed and actions recorded. Accessibility considerations are incorporated into premises inspections, risk assessments and improvement planning.
Premises review	Ensure accessibility is considered as part of the school's routine Health & Safety inspections, premises risk assessments and maintenance planning at the Ridgeway Site.	Lead Teacher at Ridgeway	Ongoing	Review completed and actions recorded. Accessibility considerations are incorporated into premises inspections, risk assessments and improvement planning.
Emergency evacuation	Review Personal Emergency Evacuation Plans (PEEPs) and associated emergency arrangements for pupils, staff and visitors requiring additional support.	SENCO/Business Manager/Lead Teacher	Annually or as required	PEEPs remain current and evacuation procedures tested.
Learning environments	Review classroom layouts and learning spaces to ensure accessibility and minimise environmental barriers.	Business manager/Lead teacher alongside Headteacher	Ongoing	Learning environments continue to meet pupil needs.
Site improvements	Consider accessibility requirements when planning maintenance, refurbishment or future development of	Business manager/Lead Teacher	As required	Accessibility considered as part of all significant premises projects.

	school facilities.			
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7.3 Information and Communication

Priority	Action	Lead	Timescale	Success Measure
Accessible information	Review school communications to ensure information can be provided in accessible formats where required.	Headteacher	Annually	Accessible formats available upon request.
Communication needs	Continue to identify individual communication preferences for pupils and families.	Teaching Staff	Ongoing	Communication methods recorded and reviewed.
Website accessibility	Review the School's website and published information to ensure accessibility requirements continue to be met.	Headteacher	Annually	Website remains accessible and up to date.
Consultation	Seek feedback from pupils, parents, carers and staff regarding accessibility and use findings to inform future planning.	Headteacher	Ongoing	Feedback considered during annual review.

8. Roles and Responsibilities

Ensuring accessibility is a shared responsibility across Orange Tree School. All staff are expected to contribute to an inclusive environment and to identify and respond to barriers to participation as they arise.

Proprietor and Advisory Board

The Proprietor and Advisory Board are responsible for:

- ensuring the school meets its statutory duties under the Equality Act 2010;
- reviewing the Accessibility Plan and receiving annual progress reports;
- providing appropriate challenge and support regarding accessibility and inclusion; and
- ensuring sufficient resources are available to implement this plan.

Headteacher

The Headteacher is responsible for:

- overseeing implementation of this Accessibility Plan;
- ensuring reasonable adjustments are considered and implemented where appropriate;
- promoting an inclusive culture throughout the school;
- maintaining strategic oversight of accessibility across both the Oakleigh Park site and the Ridgeway Hospital Provision, working closely with the Lead Teacher (Ridgeway) and Business Manager;

- reporting progress to the Advisory Board; and
- ensuring staff receive appropriate training and support.

Business Manager

The Business Manager is responsible for:

- overseeing health and safety across the school;
- ensuring accessibility is considered as part of premises management, maintenance and risk assessment processes;
- coordinating building maintenance and improvement works that affect accessibility;
- supporting the implementation of Personal Emergency Evacuation Plans (PEEPs) and ensuring appropriate health and safety arrangements are in place.
- working with the Headteacher to identify and prioritise premises improvements.

SENCO

The Special Educational Needs Coordinator (SENCO) is responsible for:

- overseeing the identification of pupils requiring additional support or reasonable adjustments;
- coordinating the development and review of Personal Emergency Evacuation Plans (PEEPs), where required, in collaboration with the Business Manager and relevant staff;
- advising staff on strategies to improve accessibility for individual pupils;
- contributing to the planning and review of reasonable adjustments;
- working with parents, carers and external professionals to support accessibility; and
- contributing to the annual review of this Accessibility Plan.

Teaching, Therapeutic and Support Staff

All teaching and support staff are responsible for:

- implementing reasonable adjustments within their areas of responsibility;
- delivering inclusive teaching and learning;
- identifying barriers to participation and reporting concerns promptly;
- contributing to the review of accessibility arrangements;
- supporting pupils to access learning and wider school life; and
- working collaboratively with parents, carers and external professionals.

Lead Teacher – Ridgeway Hospital Provision

The Lead Teacher for the Ridgeway Hospital Provision is responsible for:

- overseeing the day-to-day delivery of education within the Ridgeway Hospital Provision;
- ensuring accessibility arrangements are implemented within the educational provision;
- working collaboratively with hospital colleagues to identify and address barriers to learning and participation;
- ensuring reasonable adjustments are implemented to meet pupils' changing educational needs;

- escalating any accessibility, health and safety or premises concerns to the Headteacher and Business Manager, as appropriate;
- contributing to the annual review of this Accessibility Plan; and
- reporting regularly to the Headteacher on accessibility, educational provision and emerging needs within the hospital setting.

School Staff (Ridgeway Hospital Provision)

Where education is delivered within the Ridgeway Hospital Provision, Orange Tree School works collaboratively with hospital colleagues to support pupils' educational access.

Hospital staff remain responsible for the hospital environment and clinical care, while Orange Tree School staff are responsible for educational provision and implementing appropriate reasonable adjustments within that provision. Both organisations work together to promote accessibility and meet pupils' individual needs.

9. Monitoring and Review

The Headteacher has overall responsibility for monitoring the implementation of this Accessibility Plan and reporting progress to the Advisory Board.

The Business Manager supports this process by ensuring accessibility considerations are incorporated into the school's health and safety management, premises inspections, maintenance planning and risk assessment processes. The Lead Teacher for the Ridgeway Hospital Provision contributes to the monitoring of accessibility within the hospital educational setting and reports any emerging issues to the Headteacher.

The findings of Health and Safety inspections, premises risk assessments, Personal Emergency Evacuation Plan (PEEP) reviews and accessibility-related feedback are used to inform the annual review of this Accessibility Plan and future accessibility priorities.

Progress against the Accessibility Action Plan will be reviewed annually, with any significant developments, completed actions or emerging priorities reported to the Advisory Board.

This Accessibility Plan will be formally reviewed every three years, or sooner where there are significant changes to the school's provision, premises, legislation or identified accessibility needs.

10. Related Policies and Documents

This plan should be read alongside the schools:

- Equality Policy
- SEND Policy
- Admissions Policy
- Health and Safety Policy

- Fire Safety Policy
- Risk Assessment Policy
- Trips and Educational Visits Policy
- Child Protection and Safeguarding Policy
- Relationship and Behaviour Policy
- Medical Policy
- Personal Emergency Evacuation Plans (PEEPs), where applicable.

