



Thomas Wolsey Ormiston Academy Accessibility Plan

Policy Version Control

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| Author | Emily Webster |
| Approved by | Governing Body |
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Statement of Intent

Thomas Wolsey Ormiston Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with all pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions. This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal Framework

- 1.1. This policy has due regard to legislation including, but not limited to, the following:
- United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998 • Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - The Education Act 1996
 - The Children and Families Act 2014
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2014) 'The Equality Act 2010 and schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- 1.3. This policy will be used in conjunction with the following school policies and procedures:
- Equality and Diversity Policy
 - Early Years Foundation Stage (EYFS) Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Admissions Policy
 - Behaviour Policy
 - Supporting Pupils with Medical Conditions Policy
 - Anti-Bullying Policy
 - Curriculum Policy
 - Health and Safety Policy
 - Academy Development Plan
 - Data Protection Policy

2. Definition

2.1 A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership

3. Roles and Responsibilities

3.1 Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

3.2. The Interim Co-Principals, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

3.3. The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.

3.4. The full governing board will approve the Accessibility Plan before it is implemented.

3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

3.6. The Interim Co-Principals will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

3.7. During a new pupil's induction, the Interim Co-Principals will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

3.8. The Interim Co-Principals are responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

3.9. The Interim Co-Principals, governing body and SLT will work closely with OAT and external agencies to effectively create and implement the school's Accessibility Plan.

3.10. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

3.11. Class-based staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer Buccal Midazolam.

4. Accessibility Plan

4.1 The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the Academy Development Plan.

4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer

- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in Jan 2026.

4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

4.10. The school will collaborate with OAT in order to effectively develop and implement the plan.

4.11. An access audit will be undertaken by the governing board and Principal every year.

4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

5. Equal Opportunities

5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. The school is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

6.1. The school will act in accordance with the Admissions Policy.

6.2. The school will apply the same entry criteria to all pupils and potential pupils.

6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

6.4. All pupils will have appropriate access to all opportunities available to any member of the school community.

6.5. Information will be obtained on future pupils in order to facilitate advanced planning.

6.6. Prospective parents of all pupils are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4. The head of department and the subject leads and class teacher will work together to adapt a pupil's Individual Learning Map, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

7.5. Physical education lessons will be adapted, to allow pupils with disabilities to participate in lessons.

7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.

7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'One Page profile' and transition map.

7.10. Specialist resources are available for pupils

7.11. Teaching support assistants are deployed to implement specific literacy, numeracy, physical development, emotional support and speech programmes.

8. Physical Environment

8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.

8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

8.4. There are provisions for pad changing.

8.5. Wide doors are fitted throughout the school to allow for wheelchair access.

8.6. The corridor walls and lighting are designed to support those who are visually impaired.

9. Monitoring and Review

9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

9.2. The governing board and Principal will review the policy.

9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix A: Accessibility Plan

Planning duty 1: Curriculum

Governing boards must 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 actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

| | Issue | What | Who | When | Outcome Criteria | Review |
|------------|--|---|------------------------|-----------|---|--|
| Short-term | A total communication approach is not fully embedded into all aspects of school life. There are missed opportunities throughout the school day for pupils to practice and consolidate their communication. | Training by SALT and C & I leads, regular monitoring and support by more experienced members of staff | C & I leads, SALT, SLT | July 2023 | Personalized communication aids are out in all classrooms ready for use Teachers understand the importance of total communication approach Personalized communication aids are up-to-date and have appropriate, pupil-specific vocabulary Key symbols and core charts are used effectively to support learning Meaningful pupil communication is evident in all lessons | July 2025 Communication snapshots are now in place across the academy providing an easy reference point of preferred methods of communication for each individual. An Academy Review in June 25 identified 'a heavy and appropriate focus on the development of speech language and communication' and noted that 'staff work hard to support pupils with their communication'. A school-wide 'phonics' programme, (which focuses on precision teaching of skills |

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| | | | | | | <p>supporting literacy at levels appropriate to each learner has been rolled out this year and is becoming embedded. The programme encompasses a very wide range of K, S and U and underscores the importance of communication skills to the development of literacy skills. This has supported understanding of what a total communication approach means, what it looks like and how it connects to all learning.</p> <p>July 2024</p> <p>‘Signs of the week’ is now well-established and supports the signing of core vocabulary, focusing on 3 words weekly.</p> <p>SALT have upskilled teachers across the academy (approx. 60% new to setting or new to teaching) through ‘live CPD’ by delivering class-based interventions, modelling effective use of AAC.</p> |
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| | | | | | | Practice continues to be mixed with some areas of outstanding practice. |
| Medium-term | Appropriate sensory resources are not always selected in order to support individual need | Training of teachers and SSAs | Sensory lead, curriculum leads, SLT | July 2024 | <p>All teachers and support staff understand the benefits of using real objects to support understanding Real objects and sensory experiences are used throughout the curriculum to support learner understanding</p> <p>Exciting and engaging resources that reflect the learning are selected with targeted pupils in mind</p> | <p>July 2025</p> <p>There is now a consistent set of multi-sensory (visual and olfactory) resources to support pupils to understand days of the week. There is some consistency with auditory resources for this.</p> <p>Personalised resources to support individuals with time-tabling and the development of a clear policy around this is being explored.</p> <p>Whole-school initiatives such as topic-themed sensory rails and classroom-based sensory spaces (dark dens) are now embedded.</p> |
| Long-term | The purpose behind the use of sensory therapies is not always understood | Training of teachers and SSAs | SLT | July 2025 | All class staff are able to say why they are using a particular | July 2026 |

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| | so they are not always used effectively to support personalised learning targets | | | | therapy or sensory session for each learner All pupils have personalised targets delivered for sensory session Planning for sensory sessions incorporates appropriate stretch and challenge | |
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Planning duty 2: Physical Environment

Governing boards 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 actions 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.

| | Issue | What | Who | When | Outcome Criteria | Review |
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| Short-term | The heating system does not work effectively across the school which is impacting on the temperature of some of the classrooms | Investment needed in repairs | IL, OAT, contractors | July 2023 | All classrooms will be of an ambient temperature – pupils and staff will be able to follow a full curriculum without concerns about being too hot or too cold | July 2024 Use of thermal imaging equipment identified faults and helped remediate some issues temporarily. The most urgent faults have been addressed, and some of the manifolds and controls replaced. |

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| | | | | | | Further funding is needed for the remainder and a two year plan is in place but there is a more ambient temperature in most spaces across the academy. |
| Medium-term | Outdoor learning areas are new and not yet fully integrated into teaching and learning | Training of teachers and SSAs | Sensory lead, curriculum leads, SLT | July 2024 | <p>Outdoor classroom areas are stimulating and well utilized for learning</p> <p>Outdoor areas are designed and laid out as an extension of the classroom</p> <p>It is a given that every new term, classrooms and outdoor their extensions clearly reflect the learning</p> | |
| Long-term | Spaces to support independent living skills when the school was first built have become outmoded and repurposed. | Investment in the Hive and outdoor area is needed to support independent living skills | IL, outside investors, OAT, SLT to coordinate and design | July 2025 | The Hive will be kitted out with appropriate and accessible equipment and furniture to support the development of independent living skills and enterprise projects | |

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| | | | | | The space will be used regularly and effectively by pupils | |
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Planning duty 3: Information

Governing boards 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

| | Issue | What | Who | When | Outcome Criteria | Review |
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| Short-term | Current website is outdated and not fully accessible to all pupils – a new website which is easy to navigate and has accessibility features built in is in place | Populating new website | IL, EW, JD, OAT | July 2023 | The new website is easy to navigate by all Accessibility features are fully integrated into the site | July 2024 The new website is fully populated and accessibility features are built in. |
| Medium-term | Some staff, relatively new to the profession or setting, lack experience of specialist aids to support pupils with sensory impairments accessing a range of information | Training of teachers and SSAs | KL, SLT, VI and HI advisory teachers | July 2024 | Teachers and SSAs will have a good working knowledge of aids, resources and methods to support VI and HI children to access information effectively | |
| Long-term | Presenting information to pupils with the most complex needs to ensure they are making genuine, informed choices about a | Training of TWOA and OAT staff to find ways to present | SLT, OAT | July 2025 | Staff will be able to discern whether choices pupils are making are genuine | |

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| | range of academy-wide and Trust-wide matters is an ongoing challenge | information in meaningful ways to most complex learners | | | Staff know how to present information in ways that the learners with the most complex needs will understand | |
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