



Accessibility Plan

This action plan sets out the aims of our Accessibility Policy in accordance with the Equality Act 2010.

1. Vision Statement

Orchard School is committed to creating an inclusive learning environment where learners with special educational needs can thrive. This action plan sets out practical steps to remove barriers, provide targeted support, and ensure equal access to education.

2. Action Plan Table

1. To increase the extent to which learners with disabilities can participate in the curriculum

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum	To identify learners who need adapted or additional provision.	To liaise with primary schools and parents to review learner intake for each academic year.	SENDCo, (JB) AP Curriculum (TC)	During consultation period.	Successful transition (for majority of learners in Autumn 1) and transition paperwork.
Curriculum	To review policies and procedures to ensure they meet current legislation and inclusive practice.	To comply with the Equality Act 2010 and SEND Code of Practice 2015.	SLT (SB, JB, TC, HH)	Annually or as legislation is updated.	Quality and assurance and compliance.

Curriculum	Curriculum plans provide full access to all learners.	Subject leads to review own area. Ensure collaborative activities and reading fluency strategies are included. Adaptive curriculum. Access to specialist resources where required. Learning support assistants in each classroom. Multi-sensory teaching.	Subject Leads, AP Curriculum (TC)	Termly	Learners are engaged in the curriculum.
Curriculum	To monitor academic progress.	Class team and AP curriculum meetings. Data analysis. Termly reports sent home.	Class team, AP Curriculum (TC)	Termly	Learners make academic progress.
Curriculum	To work collaboratively with parents and external agencies.	Liaison with relevant agencies. Collaborative meetings when required.	Class team, SLT, external agencies	Termly	Parent feedback.

2. Improve the physical environment to enable learners with disabilities to take better advantage of the education, benefits, facilities, and services provided

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Physical Environment	To improve the physical environment of the school.	Consider the needs of learners with physical and sensory differences when making future improvements, e.g., lighting, colour schemes, facilities.	Health and Safety Lead	Annually	The environment is accessible and meets the needs of the school's cohort.

Physical Environment	To ensure the environment is visually pleasing and stimulating.	Displays are up to date and demonstrate current environmental research.	Class Teams, SLT	Termly	Centre Manager daily checks and health and safety quality assurance system.
Physical Environment	To ensure medical needs of learners are met.	Parent meetings. External agency meetings. Risk assessments. Staff training.	Health and Safety Lead	Termly or as required.	Monitoring visits – internal and external.
Physical Environment	To develop sensory spaces in the school.	Review of office and break out space and repurpose.	Health and Safety Lead, SLT	Completed	Engagement in the sensory environment. Reduction in behaviour points.
Physical Environment	To continue to improve community links.	To maintain current community links in the local area. Develop further links as part of the Preparation for Adulthood and holistic curriculum.	Whole School	Termly	Number of visits. Positive interactions in the community.
Physical Environment (Roberts Street)	To develop a life skills area to support learners' transition to post-16 and adulthood.	Review of use of classroom space to repurpose into a simulation flat to support life skills.	Health and Safety Lead, SLT	Completed	Assimilation of life skills and grid maker analysis.

3. Improve the availability of accessible information to learners with disabilities and parents.

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Provision of information	To improve access to written information for learners, parents, and visitors.	Use of visuals. Sharing information electronically to allow text reader software to be used, enlarged font etc. Simplification of documentation. Documents available via the school website accessibility options.	Operations and Compliance Manager (CHB)	Termly	Increased parent engagement/
Provision of information	To review use of Augmentative and Alternative Communication.	Review learner information and provision to support communication. Provide resources where required, e.g. laptop, reading pen, overlay.	Class Teams, SENDCo (JB), AP Curriculum (TC)	Annually or as requested by teaching staff.	Increased learner engagement.
Provision of information	To continue to ensure access arrangements are in place for examinations.	Liaison between class team, SENDCo and Exams Officer to report normal way of working. Follow JCQ procedures. Exams Officer to make timely requests for AA via the CAP portal.	Class Team, SENDCo, Exams Officer	Annual deadlines as prescribed by JCQ.	Exam results, curriculum progress

3. Long-Term Goals (3-Year Roadmap)

- *Year 1: Develop the preparation for adulthood curriculum and physical environment.*
- *Year 2: Embedded ICT lead to improve use of technologies to include curriculum engagement and access.*
- *Year 3: To review and develop the physical environment in line with the emerging needs of the school's change in cohort.*

4. Monitoring and Review

- *Reviewed by: SENDCo and Senior Leadership Team.*
- *Frequency: Annually (with mid-year progress checks.)*
- *Stakeholder Involvement: Learners, parents, staff, and Directors.*
- *Evaluation Methods: Surveys, learner progress data, classroom observations, feedback from families.*