Accessibility Plan

Sandymoor Ormiston Academy

2026-2028

Statement of intent

This plan outlines the proposals of the governing body of Sandymoor Ormiston Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

Sandymoor Ormiston Academy recognises that accessibility extends beyond pupils and includes parents, carers and visitors. The academy is committed to removing barriers experienced by families affected by disability, long-term illness or caring responsibilities. This includes ensuring that information, communication and academy events are accessible to all members of the school community, including parents/carers with disabilities and families of young carers.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

_____	Principal	Date: _____
_____	Chair of governors	Date: _____

Next review date: _____

Planning duty 1: Curriculum

Sandymoor Ormiston Academy is committed to providing a broad, balanced and ambitious curriculum that is accessible to all learners, including those with disabilities and special educational needs. The academy will make reasonable adjustments to teaching, learning resources, assessment methods and educational visits to ensure pupils can participate fully in all aspects of academy life. Staff will receive ongoing training in inclusive teaching strategies, adaptive teaching, communication needs, sensory differences, SEMH needs and specific disabilities. Accessibility will be considered during curriculum planning, review processes and educational visits to ensure barriers to participation are removed wherever possible.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Principal/ teachers/SENCO	Spring 2027	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2027
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members	Principal/ External advisors/SENCO	Summer 2026	Staff members have the skills to support children with SEND	Autumn 2026
	Staff do not fully understand accessibility barriers across subjects	Whole school curriculum accessibility audit including assessment, homework and enrichment opportunities	Vice Principal, SENCO, Curriculum Leaders	Autumn 2026	Accessibility barriers identified and action plans created by departments	Spring 2027

	Staff confidence in adaptive teaching varies	CPD programme on adaptive teaching, reasonable adjustments, sensory needs, autism, ADHD and SEMH	SENCO, Teaching & Learning Lead	Ongoing	Lesson observations show improved inclusive practice	Termly
Medium term	Academy trips do not take into account children with SEND	Needs of children with SEND incorporated into planning process	Teachers/SENCO	Spring 2027	Planning of academy trips takes into account children with disabilities	Summer 2027
	Educational visits may not consistently consider accessibility	Introduce accessibility checklist within trip risk assessments	Educational Visits Coordinator, SENCO	Spring 2027	All educational visits demonstrate reasonable adjustments	Annual
	Technology support available but not consistently implemented	Audit and expand assistive technology provision	SENCO, ICT Manager	Summer 2027	Increased independent learning for identified pupils	Annual

Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Principal/ICT Manager/SENCO	Autumn 2026	Pupils with SEND can access lessons	Spring 2027
	Some learners require alternative access arrangements	Develop personalised pathways and alternative communication methods where required	SENCO, Senior Leadership Team	Ongoing	Pupils with disabilities achieve outcomes in line with starting points	Annual

Governing bodies should 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 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/carers.

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the academy's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 2027	Academy is aware of accessibility gaps to its physical environment, and will make a plan to address them	Summer 2027
	Academy lacks comprehensive accessibility audit	Annual accessibility walk led by SEND students, governors and site team	Business Manager, SENCO	Annually	Detailed improvement schedule established	
	Emergency evacuation plans not consistently reviewed	Review and update PEEPs for all pupils requiring them	SENCO, Site Team	Termly	Safe evacuation procedures established	
	Parents/carers with disabilities may	Review accessibility of	Business Manager, SENCO	Spring 2027		

	experience barriers when visiting the academy	reception areas, meeting rooms, parking arrangements and academy events to ensure accessibility for parents/carers with mobility, sensory or medical needs				
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Academy business manager	Summer 2026	Learning environment is accessible to pupils with visual impairments	Autumn 2026
	Toilets are not accessible	Handrails installed	Academy business manager	Summer 2026	Access to toilets is increased	Autumn 2026

	Navigation around site may be difficult for visually impaired visitors	Improved signage, colour contrast and wayfinding	Business Manager	Summer 2027	Improved independent navigation	
	Limited quiet spaces for sensory regulation	Develop designated sensory regulation and wellbeing spaces	SENCO	Summer 2027	Reduced barriers for pupils with sensory needs	
Long term	Children with physical disabilities cannot access academy buildings	Construction work undertaken	Academy business manager/ building contractors	Summer 2026	Academy buildings are fully accessible	Autumn 2026
	Future building adaptations may be required	Accessibility considerations embedded within all refurbishment and building projects	SLT, Estates Team	Ongoing	Full compliance with accessibility standards	

Governing bodies 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 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/carers.

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not know whether academy information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Spring 2027	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2027
	Academy does not know how to make written information accessible	Academy seeks advice from external advisors	SENCO	Summer 2026	Academy is aware of local services for converting written information into alternative formats	Autumn 2026
	Staff unaware of available accessible formats	Create Accessible Information Procedure	SENCO, ICT Manager	Autumn 2026	Staff understand format options	Spring 2027
	Parents may require alternative communication methods	Survey parents regarding communication preferences	SENCO, Family Support Team	Autumn 2026	Communication needs identified	Annual
	Parents/carers with disabilities may find	Offer communication in alternative formats including	Administration Team, SENCO	Ongoing		

	communication inaccessible	large print, electronic versions, translated materials, telephone calls and face-to-face meetings where required				
	School does not routinely identify communication needs of parents/carers	Add accessibility and communication preference questions to admission and annual update forms	SENCO, Family Support Team	Autumn 2026		
Medium term	Written information is not accessible to pupils with visual impairments	Purchase braille machine and translate	SENCO/ICT manager	Spring 2027	Written information is fully accessible to children with visual impairments	Summer 2027
	Information not always available in accessible formats	Provide large print, coloured backgrounds, translated materials and electronic formats where required	SENCO, Administration Team	Ongoing	Accessible information available on request within five working days	Annual
	Some pupils require alternative	Increase use of visual aids, communication boards and assistive technology	SENCO	Ongoing	Improved pupil understanding and independence	Termly

	communication systems					
Long term	Academy website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2026	Website is fully accessible	Autumn 2026
	Website accessibility requires ongoing review	Annual WCAG compliance audit and accessibility statement review	ICT Manager	Annually	Website remains compliant and accessible	Annual
	Accessibility information not always understood by stakeholders	Introduce accessibility section within annual parent and pupil surveys	Assistant Principal, SENCO	Annually	Stakeholder feedback informs future planning	Annual

Governing bodies 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/carers.

Young Carers Section

Supporting Young Carers and Their Families

Sandymoor Ormiston Academy recognises that some pupils have caring responsibilities for family members with disabilities, long-term illnesses, mental health difficulties or substance misuse issues. The academy is committed to identifying and supporting young carers through a whole-school approach.

The academy will:

- Identify young carers through pastoral, safeguarding and SEND processes.
- Ensure young carers know how to access support within school.
- Provide flexibility where caring responsibilities impact attendance, punctuality, homework or participation.
- Consider the needs of young carers when planning interventions and wellbeing support.
- Work collaboratively with parents, carers and external agencies, including local young carers' services.
- Ensure communication with families is accessible and sensitive to individual circumstances.
- Raise staff awareness of the impact of caring responsibilities upon educational outcomes and wellbeing.

Vision and Commitment

Sandymoor Ormiston Academy is committed to fostering a culture of inclusion where all pupils, staff and visitors can participate fully in academy life. We recognise our duty to anticipate need and make reasonable adjustments to remove barriers to learning and participation.

Stakeholder Involvement

Development and review of this plan will involve pupils with SEND, parents/carers, governors, staff and external agencies to ensure actions remain relevant and effective.

Monitoring and Evaluation

Monitoring Arrangements

The Accessibility Plan will be monitored through:

- Termly SEND and Inclusion reviews
- Governor visits and reports
- Learning walks
- Pupil voice activities
- Parent surveys
- Accessibility audits
- Website accessibility checks
- Review of complaints and accessibility concerns

Success Measures

Success will be evidenced by:

- Increased participation in trips and enrichment activities
- Improved attendance of pupils with SEND
- Positive pupil and parent feedback
- Improved accessibility audit outcomes
- Increased staff confidence
- Reduction in identified barriers to learning
- Increased identification and support of young carers.
- Positive feedback from families regarding accessibility of communication and school events.
- Reduced reported barriers for parents/carers with disabilities.

- Improved engagement of hard-to-reach families and vulnerable groups.
- Appropriate support plans in place for identified young carers.