Policy Name: Accessibility Plan SEND

Policy Date: Autumn 2025

Renewal Date: Autumn 2026

Author: SENDCO

Owner: SENDCO

Type of Policy:

☐ Trust Policy

☐ Trust policy tailored by School

☒ School Policy

Approval:

☒ School

☐ LAB

☐ Board

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Our Four Critical Questions

Why do we exist?

To improve outcomes, transform lives and enable social mobility.

How do we behave?

Trust • Kindness • Endeavour

What do we do?

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

How do we succeed?

Through a clear backbone, strong culture, academic rigour and smart systems.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of Orion Coopers to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) increasing the extent to which disabled pupils can participate in the school curriculum;
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Context

Orion Coopers is a mixed comprehensive school aged from 11-18 with a Sixth Form. The school comprises of several buildings covering a large site. These buildings are of one, two or three storey construction. Some of the buildings have listed building status which would need to be considered during the planning process.

Orion Coopers is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility Plan covers all of these students.

This Single Equality Scheme explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

This Accessibility Plan exists to ensure that we fulfil our vision of "wide-ranging opportunities

for all" where "every individual in our community is valued" so that we "develop the moral values, confidence and resilience to make a difference to lives at Orion Coopers and beyond".

We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school

The specific areas covered by the accessibility plan that need to be included are: -

Increasing the extent to which disabled pupils can participate in the school curriculum.

We should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as after- school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.

- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc, has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

The school will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devises.
- Application and progress on capital funding for major access works.

Access to information

Schools are expected to increase access to information to those with disabilities. The school may wish to decide how this is to be achieved by:

- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

Monitoring the success of the plan:

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

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Orion Coopers

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Orion Coopers

Orion Coopers School Plan 2025-26

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Physical Access	Audit of accessibility of school buildings and grounds by Local Governing Body - Suggest actions and implement as budget allows.	Signage to be provided along approach route to reception Further signage for other main blocks of building (consider including tactile/Braille signage) An accessible route to the main hall to be developed and signposted for visitors for events etc. Ensure flags on footpaths are in good condition and laid flat.	Site accessible	Ongoing plan	Additional signage installed inside the building in specific areas. One directional signage in place in specific areas. Accessible route to the main hall to be signposted.
Emergency Access	All students and adults to be able to evacuate the	Fire escape plan to be reviewed and updated as required and at least	Plan rewritten.	Review as required.	Actioned – Fire plans in all classrooms and

	building safely in an emergency	annually. Independent risk assessments to be developed for specific students and member of staff with disabilities.			relevant areas around school. Individual risk assessments to be drawn up.

Curriculum Access	All students have access to a broad, balanced and **relevant** curriculum.	The curriculum to be reviewed at least annually, including Extended Day provision.	All students have access to broad range of accredited courses	Ongoing	
	All students have an adapted curriculum that meets their individual needs.	Following the SEN Policy- SEN students have a Pupil Profile that details students needs (and how to adapt teaching and learning) with personalised curriculums where appropriate.	Lesson observations and drop-ins report teaching is matched to individual needs. Coaching shows an increasing understanding amongst classroom staff of how to adapt teaching and learning to need.	Ongoing	
	Students' access to the curriculum is increased because they attend school more regularly.	See attendance actions in SDP. Bespoke attendance plans in place for specific year groups.	Attendance is improving year on year.	Reviews ongoing	

	Students' access to the curriculum is increased because there is a reduction in exclusions, individual student needs are met, suitable educational provision is provided.	Follow SEN Policy and Behaviour Policy. See SDP.	We are an inclusive school with suspensions and Permanent Exclusions that are reducing year on year.	Review annually	

	Students' access to the curriculum is increased through	All staff are aware of different teaching and learning strategies and plan and deliver for	This is monitored through the CPD programme and through regular observations of	Ongoing	Embed adaptive teaching for all learners, with Pupil Passports for Wave 3 and dual-strand targeted strategies for Wave 2
	personalisation and differentiation	this in the classroom.	lessons both formal and informal.		
	Ensure that disabled students can participate in extracurricular activities and trips and visits	Audit of extracurricular provision. Audit of SEN and disabled students' participation in trips. Minibuses purchased with wheelchair access.		Ongoing	Current minibuses have wheelchair access –
Access to information	Availability of written material in alternative formats	The school makes itself aware of the services available through the LEA/external agencies for converting written information into alternative formats. Office team to be aware of parents/carers with access needs and will provide support when	The school can provide written information in alternative formats.	Ongoing	

		needed			
	The written information provided to parents/carers is accessible and easy to read.	Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility. School 'house style' audited.	Information is read. Parents/carers feel that school is an approachable supportive institution.	Ongoing	

	Written communication to parents/carers includes opportunity to raise access issues with school in advance of events such as parents evening, open evening etc.	School ensures all parents/carers can access school site	Parents/carers feel that school is an approachable supportive and accessible institution.	Ongoing	
Equality and Inclusion	To ensure that the Accessibility Plan becomes an annual agenda item at Local Governing Body/Trustee Meetings.	Clerk to Governors to add to list for Local Governing body/Trustee meetings	Adherence to legislation.	Annually	
	To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	
	To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
	Follow Single Equality Scheme	As listed in Single Equality Scheme	We are an inclusive school	On-going	

	School leaders eventually challenge discrimination and harassment.	As listed SEN Policy, Behaviour Policy Monitor implementation of PSHE programme	We are an inclusive school	On-going	