Policy Name: Accessibility Plan

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Type of Policy:

☐ Trust Policy

☒ Trust policy tailored by School

☐ School Policy

Approval:

☐ School

☒ Exec Team

☐ Board

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.

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This policy sets out our approach to accessibility for Orion Education Section 3 sets out the accessibility action plan for Orion Ravensworth.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plan and detail showing how the school will address the priorities identified in the plan can be found under 3. Action plan.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that every child deserves to learn in an environment where they feel valued, safe, and included, not despite their differences, but because of them. Our commitment to equality and inclusion is not simply a matter of legal compliance; it is central to who we are as a school community and underpins every decision we make, from how we design our curriculum to how we arrange our physical spaces.

We recognise that pupils come to us with a rich diversity of backgrounds, experiences, abilities, and needs. We are committed to removing the barriers, whether physical, social, or academic that might prevent any child from participating fully in school life. We do not believe in a one-size-fits-all approach to education. Instead, we strive to know each child as an individual and to adapt our provision accordingly, so that every pupil can thrive.

Our school is committed to meeting its duties under the Equality Act 2010, with particular regard to the nine protected characteristics. We will not tolerate discrimination, harassment, or victimisation of any kind, and we actively promote positive attitudes towards difference and diversity across all aspects of school life. Inclusion is not a separate strand of our work — it runs through everything we do.

We believe that when children learn alongside peers with a range of abilities, backgrounds, and identities, it enriches the experience of all. Preparing children to be respectful, empathetic citizens who value and champion equality is as important to us as academic achievement.

These principles guide our accessibility planning and our ongoing commitment to continuously improving the experience of every pupil, family, and member of staff who is part of our community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. The policy will be reviewed by Exec Team every 3 years and the accessibility plan yearly by the school.

4. Links with other policies

This accessibility plan is linked to the following policies and document:

- Risk Assessment policy
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Prior to developing this plan, the school carried out a review of current accessibility provision across three key areas.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increasing Access to the Curriculum To ensure that all disabled pupils at Orion Ravensworth can participate fully and meaningfully in the school curriculum, removing barriers to learning and providing high-quality, adapted provision that meets each child's individual needs.	Orion Ravensworth already has a number of strong foundations in place to support curriculum access for disabled pupils: • Adapted provision is in place and embedded across all year groups, with teachers adapting tasks, resources, and outcomes to meet a range of needs • SEND support plans (Passports and One pagers) are reviewed termly in collaboration with pupils, parents/carers, and external agencies • Teaching assistants are deployed strategically to support identified pupils, including those with Education, Health and Care Plans (EHCPs) and SEN Support. • The school uses a range of visual supports, including visual timetables and now-	To ensure all pupils with SEND have access to high-quality, adapted curriculum resources across all subjects	Audit current differentiation practices in each year group and develop a bank of differentiated curriculum resources; provide CPD for all teaching staff on adaptive teaching strategies	SENCO Class Teachers	July 2026	Resource bank established and accessible to all staff All teachers confidently using adaptive teaching strategies Positive pupil voice feedback
		To embed the use of assistive technology to remove barriers to learning	Audit existing assistive technology provision; source and trial additional tools (e.g. text-to-speech software, AAC devices); train staff on effective deployment and review impact termly	SENCO SLT Trust Lead for IT	July 2027	Identified pupils accessing and benefiting from assistive technology Staff confident in deployment Reduced barriers to learning reported

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	and-next boards, for pupils who benefit from structured routines • SEN workstations are in place to support pupils with calm and purposeful spaces to reregulate • Staff receive regular CPD on SEND and inclusive practice, including support from the trust's SENCO network • Pupil progress for those with SEND is tracked and reviewed at termly pupil progress meetings	To develop a consistent, whole-school approach to sensory and regulation support	Establish a calm/sensory space and create regulation toolkits for classrooms Train all staff in trauma-informed and sensory approaches Monitor impact on pupil attendance and engagement	SENCO SLT	Jan 2027	Sensory space operational and consistently used All staff trained Measurable reduction in behavioural incidents linked to sensory need
		To ensure all educational visits and extracurricular activities are fully accessible to disabled pupils	Review accessibility of all planned educational visits before booking; embed accessibility considerations into planning templates; ensure all pupils with SEND can fully participate in the extracurricular offer	Class Teachers EVC SLT	July 2026	No pupil excluded from any visit or activity on grounds of disability Risk assessments consistently include an accessibility section
		To strengthen transition planning for pupils with SEND at key transition points	Develop transition passports for pupils with SEND; arrange enhanced transition visits for vulnerable pupils; liaise with secondary providers and review the Year	SENCO SLT	July 2026	Transition passports completed for all SEND pupils Smooth transitions reported by pupils and families

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			6 to Year 7 transition process annually			Reduced anxiety at transition points
Improve and maintain access to the physical environment To ensure that the physical environment of Orion Ravensworth is as accessible as possible for all disabled pupils, staff, parents/carers, and visitors, removing physical barriers and creating spaces that support the wellbeing and independence of all.	The school already has a number of physical access provisions in place: • The main entrance to the school is step-free and accessible to wheelchair users • A hearing loop is installed in the school hall for use during assemblies and events • The school site is regularly reviewed as part of health and safety inspections • Staff are aware of the needs of pupils with physical disabilities and mobility difficulties, and reasonable adjustments are made on an individual basis • Disabled parking space available	To improve internal signage and wayfinding throughout the school building	Conduct a signage audit with input from pupils and parents/carers with visual or cognitive impairments; install pictorial and colour-coded signage at appropriate heights throughout the building	Business Manager Trust Lead for Estates	July 2027	Signage audit completed New signage installed Improved navigation reported by pupils, staff, and visitors
		To increase the accessibility of outdoor and play areas for all pupils	Audit playground and outdoor areas for accessibility barriers; install appropriate seating, shade, and surfacing where needed; ensure adapted PE equipment is available and accessible	Business Manager PE Lead Trust Lead for Estates	July 2026	All pupils able to access and participate in outdoor areas PE equipment inventory updated Positive pupil voice feedback recorded

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		To further develop and maintain a dedicated sensory and calm space within school	Further develop the effectiveness and provision of the Sensory Room Establish a clear referral and monitoring process Review use and impact termly to ensure the space is meeting pupils' needs	SENCO Business Manager	July 2026	Referral process in place Evidence of positive impact on pupil regulation and wellbeing captured termly
		To ensure all areas used for parent/carer meetings and events are fully accessible	Audit all rooms used for parent/carer meetings and school events; Ensure step-free access is available Provide hearing loop in main meeting areas Gather accessibility feedback after each major event	Business Manager	July 2027	No parent/carer unable to access meetings or events on grounds of disability Accessibility feedback captured and acted upon at each major event
		To maintain up-to-date Personal Emergency Evacuation Plans	Ensure Personal Emergency Evacuation Plans (PEEPs) remain fit for purpose and up to	SLT Safeguarding Team	On-going	PEEPs in place for all who require them; all relevant staff aware of individual plans;

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		(PEEPs) for all who require them	date for all pupils and regular visitors with mobility or sensory needs Review, update, and practise annually	Trust Lead for Estates		Annual evacuation drill completed and evaluated
		Accessible toilet facilities to be installed to support parents/carers and visitors	Site survey and quotation to provide school with options and costings for installation.	Business Manager Trust Lead for Estates	July 2027	Accessible toilets installed and available to support parents/carers and visitors.
Improve the delivery of information to pupils with a disability To ensure that all information provided by the school to pupils, parents/carers, and the wider community is accessible to everyone, regardless of disability, language, or communication need.	The school has established a number of practices to support accessible communication: • Key communications are sent digitally via the school's communication platform, reducing reliance on printed materials • Translated documents are available on request for families with English as an additional language • The school website is used to share key information,	To improve the accessibility of the school website in line with current accessibility standards (WCAG 2.1 AA)	Commission an accessibility audit of the school website Implement recommended changes to meet WCAG 2.1 AA standards Train the webmaster on accessible content creation Review compliance annually	Principal Business Manager	July 2027	Website meets WCAG 2.1 AA standards Accessibility statement published and up to date Annual audit completed

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	policies, and updates with the wider community • Staff use a range of visual supports in classrooms to aid pupil understanding • Parents/carers are offered face-to-face meetings and phone consultations to discuss their child's needs • Parents/carers with children with SEND are provided with termly progress meetings to review Pupil Passports and One pagers etc.	To develop and use Easy Read and alternative formats for key parent-facing communications	Identify the school's most important parent-facing documents; create Easy Read versions; make large-print and audio alternatives available on request; ensure all families are aware of how to request alternative formats	Admin Team SENCO	July 2027	Easy Read versions of key documents available All families aware of alternative format options No communication barriers reported
		To strengthen translation and interpretation provision for families with English as an additional language	Maintain a register of community languages represented in school Establish links with translation and interpretation services Ensure key documents are available in the most common community languages; provide interpretation at key meetings	Principal Admin Team	July 2027	All families receive communications in a language they can access Interpretation available at all key meeting Translation requests fulfilled promptly

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		To ensure all pupil-facing information displayed and used in school is accessible and inclusive	Audit classroom displays, worksheets, and visual supports for accessibility; develop clear guidelines for staff on producing accessible materials; share best practice across the trust	SENCO Class Teachers	July 2027	Staff consistently producing accessible materials Classroom audit completed; pupil voice confirms information is clear and easy to understand
		To ensure visual timetables and communication supports are consistently in place for all pupils who need them	Ensure visual timetables, now-and-next boards, and AAC supports are in place for all pupils identified as needing them; review effectiveness termly and share effective resources across year groups	SENCO Class Teachers	July 2026	Visual supports in place for all identified pupils and evidenced in SEND support plans; positive impact on pupil independence and understanding recorded termly

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