

Accessibility Plan

Ormiston Shelfield Community Academy

Statement of intent

This plan outlines the proposals of the governing body of Ormiston Sheffield Community 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.

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:

- Pupils and their families
- Principal and other relevant members of staff
- Governors
- External partners

The plan will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

The plan is linked to the following policies and documents:

- SEND policy
- SEN Information Report
- Health and safety policy
- Risk assessment policy
- Supporting pupils with medical conditions policy

Signed by:

Principal- Mr M. Riley

Chair of governors- Mr D. Reynolds

Date: September 2026

Date: September 2026

Next review date: September 2029

Planning duty 1: Curriculum

Accessibility outcome	Current good practice	Actions to take	Who?	When?	Outcome criteria	Review
Short Term	Teachers use Quality First Teaching strategies and adapt lessons to meet a range of learning needs. SEND pupils are identified early and supported through the graduated approach (Assess, Plan, Do, Review). Reasonable adjustments are implemented for pupils with disabilities and additional needs. Staff receive regular training. Specialist resources, assistive technology and adapted materials are available where required. Exam access arrangements are identified and implemented appropriately. Working closely with parents/carers and external agencies to support pupils.	Bespoke CPD for teachers and SEND Practitioners where relevant.	SENDCO	Ongoing	CPD is purposeful and accessible. CPD addresses areas of need. CPD evident in classroom practice.	Autumn 2026
		Further enhance universal provision through accessibility of teaching resources: Audit accessibility of curriculum resources across all departments. Develop academy-wide expectations for accessible teaching materials. Increase use of assistive technology and accessibility tools.	SENDCO / T&L lead		Curriculum resources routinely include accessibility features such as clear layouts, appropriate fonts, visual supports and scaffolded materials. Departments demonstrate consistent implementation through curriculum reviews.	
Long Term	Continue to develop staff expertise through targeted professional development. Review and enhance provision using feedback from pupils, parents and external professionals. Further improve the accessibility of curriculum resources across all subject areas.	Monitor KS4 outcomes for SEND pupils to ensure barriers to learning are identified and addressed promptly.	SLT	Ongoing	Improved KS4 outcomes for young people with SEND.	Summer 2028

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

Accessibility outcome	Current good practice	Actions to take	Who?	When?	Indicators of success	Review
Short Term	Accessible entrances and routes around the school site. Disabled parking spaces available for visitors and pupils. Individual risk assessments and reasonable adjustments implemented where required. Learning environments adapted to meet individual pupil needs.	Review signage and ensure key areas are clearly identified. Conduct an audit with children and families. Review signage for accessibility, including font size, contrast, symbols and consistent positioning. Identify areas where visual supports or colour coding would improve navigation.	VP/ SENDCO/ Site Manager/ Access and Disability Manager	Autumn 2026	Key areas are identifiable using clear signage and visual cues. Pupil feedback indicates improved ease of navigation around the site.	Summer 2027
Medium Term	Classrooms and communal areas reviewed to ensure continued accessibility. Ongoing investment in adaptive equipment and furniture where required. Effective liaison with external professionals to identify environmental adjustments.	Ensure classrooms continue to remain accessible for pupils with mobility needs.	VP/ SENDCO/ Site Manager/ Access and Disability Manager	Spring 2026 – and ongoing	All pupils with mobility needs can access classrooms and learning environments safely and independently. No identified accessibility barriers prevent pupils from accessing lessons.	Autumn 2028 - and ongoing

Long term	Accessibility is considered within all building improvements and refurbishment projects. School maintains an inclusive environment that promotes independence and participation. Continuous review of site accessibility in response to changing pupil needs.	Establish a rolling programme of accessibility improvements arising from annual audits. Ensure all future refurbishment projects include accessibility impact assessments at planning stage.	VP/ SENDCO/ Site Manager/ Access and Disability Manager	Summer 2027 – and ongoing	Completion of classroom audit. Equipment will be purchased as necessary and incorporated into the building work for Post 16.	Summer 2029 – and ongoing
<i>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.</i>						

Planning duty 3: Information

Accessibility outcome	Current good practice	Actions to take	Who?	When?	Indicators of success	Review
Medium Term	School website contains up-to-date SEND policies and key information. Information is communicated to parents through email, telephone, letters and face-to-face meetings. Visual supports and adapted resources are used to support pupil understanding. SEND review meetings ensure pupils and parents are involved in decision-making.	Ensure key policies are available in accessible formats upon request. Develop guidance for staff on producing accessible written materials. Review communication systems to ensure compatibility with assistive technology. Gather pupil and parent feedback on accessibility of information. Identify families who require alternative formats or communication methods.	SENDCO / IT team / Admin team	Ongoing	Key policies are provided in accessible formats when requested, with no delays or barriers to access. Feedback demonstrates that pupils and parents can access, understand and use school information effectively.	Spring 2027
Long Term	Information is available in alternative formats upon request. Strong partnerships with external agencies support effective information sharing. Parents and carers can readily access information regarding SEND provision and support services.	Audit website accessibility against recognised accessibility standards. Review the accessibility of curriculum information, behaviour policies and key	SENDCO / IT team	Summer 2027	Annual website review confirms that all statutory SEND and accessibility information is compliant, current and accessible.	Spring 2028

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.