



# Orchard Park High School Accessibility Plan

**Date: January 2023**

This Accessibility Plan applies to Orchard Park High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

## **Approval and review:**

This plan is the responsibility of: **Assistant Headteacher - Curt Mathys**

This plan was approved by the Governing Body on: 26th January 2023

This plan is due for review by: January 2024

## **Orchard Park High School Accessibility Plan Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school 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 the Local Governing Body of the school 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 annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **Orchard Park High School**

Orchard Park High School is a mixed sex, secondary comprehensive school with 700 students on roll. The school comprises two buildings covering a small site. The school has two floors that are connected by stairwells and a lift. Wheelchair users can access the building through the main entrance. The main facilities such as the sports hall are on the ground floor. We have a toilet for those with a disability. Specified doors in the school are pinned open so that wheelchair users can negotiate their way around the building independently.

### **School's Vision:**

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special needs or disability. The school will actively seek to improve access to services and will maintain an action plan which sets out the steps the school will take to



achieve this. The action plan will be reviewed and updated to take account of improvements made, future resource availability, and changing needs of the target areas.

**PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:**

**A. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL**

**CURRICULUM:**

<b>OBJECTIVE</b>	<b>OBJECTIVE TIME FRAME</b>
To ensure that Pupil Passports have been completed on a termly basis for pupils with SEN and disability who require them	On-going every term
To ensure all pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible.	On-going
The curriculum can be adapted for students. Reasonable adjustments are made to the curriculum, resources, and environment as necessary.	On-going every term
Continued professional development focused on training teachers working with students with SEND.	Planned annually and ad hoc in response to the need
Whole-school monitoring procedures put in place to ensure high-quality teaching of SEND students	Ongoing as part of SEN
Target training for Teaching Assistants (TAs) to allow them to specialise in areas of student need.	On-going as part of SEN
Opportunities for students with disabilities to access extra-curricular learning, including visits and residential trips.	Planned annually and ad hoc in response to the need

**B. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES**

<b>OBJECTIVE</b>	<b>OBJECTIVE TIME FRAME</b>
Access parking spaces provided	Permanently
Risk assessments in place for all students with disabilities	Reviewed annually
H & S issues identified and addressed	On-going
Evacuation plans in place for all students who require them Written when starting	Reviewed annually
Lift pass given to some students to promote independence around the building	On-going
Evac chairs positioned at designated points around the building. (Staff are trained)	In situ and regularly checked
Staff trained as first aiders to assist with students as required	As per care plan
Wheelchair accessible disabled toilet on the ground and first-floor	On-going
Ramp to the dining room, gym, and sports hall	On-going
Automatic entrance doors with DDA compliant push button exit for wheelchair users	On-going



**C. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED**

<b>OBJECTIVE</b>	<b>OBJECTIVE TIME FRAME</b>
School policies reviewed to make sure policies are fit for purpose	Annually
Regular face-to-face meeting take place with families (Annual Reviews, Academic Review Day, Parents Evenings, Meetings with SENCO/HOY/SLT)	On-going
Use of school newsletters, websites, Google Classroom, social media platforms to share praise and photos of activities with Enhanced Learning Provision families. Increasing independence for students who can upload their own work to share.	On-going
Welfare team liaises with all families of students with disabilities	As required
Regular input and observation from Speech and Language and Sensory support to ensure that students are fully included in all aspects of school life.	Annually or more frequently if required
Students who have Speech and Language difficulties get extra support to help them access online learning platforms and complete their homework.	On-going