



Ormiston Forge Academy

Accessibility Plan

October 2026

Approved by the Governing Body: **October 2026**

Review period: **October 2029**

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The **SEN and Disability Act** (2001) extended the **Disability Discrimination Act** (1995) to cover education.

Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part Four of the DDA:

- Not to treat disabled students **less favourably** for a reason related to their disability.
- To make **reasonable adjustments** for disabled students, so that they are not at a substantial disadvantage.
- To plan to **increase access** to education for disabled students.

This duty requires schools to produce an **Accessibility Plan** that identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas, is published and evaluated periodically. The three areas include:

- Increasing the extent to which disabled students can participate in the academy **curriculum**.
- Improving the **environment** of the academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students **of information which is provided in writing** for students who are not disabled.

In addition, the **Disability Equality Duty** (2006) requires all schools to:

- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.

This duty requires schools to

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

At all times the academy will also be equally aware of the needs of disabled staff, parents and visitors.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy community for students and prospective students with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout the academy and an awareness of the needs of students with a disability.
- To ensure all staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

Principles

- Compliance with the DDA is consistent with the academy's aims, equal opportunities policy, and the operation of the academy's SEN policy;
- The academy recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - to publish an Accessibility Plan.

- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The academy recognises and values parents' knowledge of their child's disability and its effect on
 - his/her ability to carry out normal activities, and respects the parents' and child's right to
 - confidentiality;
- The academy provides all students with a broad and balanced curriculum, differentiated, and adjusted to
 - meet the needs of individual students and their preferred learning styles; and endorses the key
 - principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcome potential barriers to learning and assessment for individuals and groups of students.

Activity

a) Education & related activities

The academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Within the curriculum, the academy aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the academy will have consideration in planning facilities for:

- Wheelchair access
- Screen reader software
- Screen magnifier software for the visually impaired
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
- Screen Magnifier Software.

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream academy.

To ensure that the needs of all disabled students and staff are represented within the academy.

To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

b) Physical environment

The academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested etc.

Action Plan

The Plan will be monitored through the Finance & General Purposes Committee of the Governors. The plan is of necessity organic and will need adaptation and additions on a regular basis.

Additionally, the academy will always endeavour to:

- Improve availability of written material in alternative forms
- Improve working environment for students with visual impairment by incorporating appropriate colour schemes when refurbishing and install blinds on south-facing windows

Linked Policies

This Plan will contribute to the review and revision of related academy policies, e.g.

- Site Development Plan
- Equal Opportunities policies
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy

- Behaviour Policy
- Asset Management Plan
- Prospectus and Mission Statement
- Teaching and Learning

Information

Ormiston Forge Academy currently has a whole range of students of all backgrounds, needs and abilities. As at June 2026 we have students in the following categories:

- ADHD
- Allergies
- ASD
- Asthma
- Diabetes
- Dyscalculia
- Dyslexic
- Dyspraxia
- Eating disorders
- Eczema
- Hearing impairment
- Heart problems
- Vision impairment

We collect information from the partner primaries, so that we are prepared for children when they arrive in the Academy. We liaise with parents and professionals involved with the children to ensure we provide the right care for their need

Accessibility Plan:**Improving access to the curriculum**

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Ensure that all Academy trips & residential visits are accessible for students with learning or physical disabilities.	Thorough planning. Advance visits. Trip packs and Risk Assessments.	Visit leaders Educational Visits Co-Ordinator. Principal.	Ongoing	Academy trips & residential visits are accessible for all students.	Principal Academy Visits Co-ordinator. Trip leaders. Feedback from students
2	Ensure that after-Academy clubs are accessible for all students.	Ensure access is available for all students including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-Academy clubs.	Ongoing	After-Academy clubs are accessible for all students.	Principal Feedback from parents and students.
3	Strive to ensure curriculum is fully accessible to students with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to students. Consider ways in which students can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all students.	Principal SLT SENCO.
4	Academy policies make reference to provision for students with difficulties & disabilities (particularly PE)	SENCO to review all policies for appropriateness with respect to provision during policy consultation period	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for students with difficulties or disabilities.	Principal SLT Subject leaders.

Access to information

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
5	Availability of written material in alternative formats	Academy makes itself aware of the services available through its LA for converting written information into alternative formats.	L.A. Principal Admin Staff SENCO	Ongoing	If needed the Academy can provide information in alternative formats	SENCO Feedback from parents and staff.
6	Staff training on EVAC chair and handling of a physically disabled individual in times of emergency	EVAC training programme rolled out to all staff across the Academy	First Aid Officer	January 2027	All staff are able to use EVAC chair in times of emergency	ASO (SNN) SLT
7	Raise staff awareness of disabilities issues.	Academy to seek advice from experts. Consider needs of specific students, both for Academy and off-site activities.	LA. Health Authority. Disability Rights Commission. All Academy staff.	Ongoing	Teachers and LSPs aware of issues. Detailed information and support available and passed on by staff.	Principal SLT SENCO. Class Teachers. LSPs. Other non-teaching staff.
		Promote disability equality via • Staff meetings. • PSHCE lessons. • Assemblies. • Celebrating difference.	Whole staff	Ongoing	Increased whole Academy awareness of disability issues.	SENCO All staff.

Access to the physical environment

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
8	Maintenance of the lifts in block 1 & 8. When these fail students with a physical disability cannot access Business, Food tech, ICT, Geography and PRE.	Ensure lifts are checked regularly by Site Team. Ensure staff are aware of lift difficulties near to their teaching area so that they can be re-roomed or make alternative provision as a priority.	Site Team SENCO	Ongoing	Academy is more accessible for anyone with a physical disability	Principal SLT SENCO. Site Team
9	Heavy Doors. A disabled user accessing the site independently using an electric wheelchair cannot open school doors, therefore requiring a chaperone to open doors etc.	Doors to open with a push button facility	Site team	Consultation with OAT to begin June 2028	Academy is more accessible for anyone with a physical disability	Principal SLT SENCO. Site Team ASO (SNN)
11	Steps are particularly dangerous for students with visual impairment.	Paint edges of steps in all external areas. Maintain edging of steps. Edging strips can sometimes become loose.	Principal SENCO Site Manager	Ongoing as required	Physical accessibility of the Academy is increased	Principal Feedback from students.