



Accessibility Plan

Wodensborough Ormiston Academy

Statement of intent

This plan outlines the proposals of the governing body of Wodensborough Ormiston 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.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

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:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

_____ Principal	Date: _____
_____ Chair of governors	Date: _____

Next review date: October 2026

Planning duty 1: Curriculum

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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Impact of gaps in learning from historic lockdowns.	Audit of curriculum Implementation of Gaining Ground Team and SEND tile so that staff can flag up any concerns.	HOF SENDCO SEND Team VP/Principal QUAD Team	½ termly	Leaders and teaching staff are aware of the accessibility gaps in the curriculum to inform targeted intervention via the Gaining Ground Team. QFT in all classrooms	On-going
	Pupils prior attainment on entry below national expectation	Quality First Teaching	All	Weekly QA		

	Impact of historic lockdowns on SEMH and social skills/social and emotional development – KS2/3 transition	SDQ and Y7 programme on understanding emotions. SEND referral tile in place. Additional pastoral support allocated.	DSL / Counsellor SENDCO HOF VP / SAP	Termly	Improved social skills and well-being. Increased attendance and engagement rates	End of Aut Term (1/2 termly thereafter)
	Adaptations of the curriculum for SEND students to ensure accessibility	CPD provided to staff members and LSAs	VP / SLT HOF SENDCO SEND Team	½ termly	Staff members have the skills to support children with SEND – QFT in every classroom Interventions are timely	On-going at least ½ termly unless
	New staff members may not have the experience or knowledge to support high levels of SEND need by ensure curriculum materials are	Induction / ECT programme. CPD provided to staff members and LSAs	SENDCO VP / HOF ECT Lead QUAD Team	½ termly	Staff have the knowledge and skills to adapt the curriculum and resources appropriately	On-going – full review termly

	appropriately adapted.					
Medium term	Impact of undiagnosed SEND needs (i.e. not identified in KS2)	SDQ programme and impact measures. SEND referral tile for staff. Weekly scrutiny of attendance, engagement and behaviour data. Professionals Meetings. Continual review of RSHE / PD programme	SENDCO SEND Team VP SAP / HOY HOF PD Team	½ termly Weekly QA	Engagement rates for SEND students increases. Graduated Response is used / evidenced.	On-going
	Accessibility and understanding of relevant information for staff to inform seating plans, intervention and adaptations of resources etc.	On-going review of Pupil Passports to ensure they are relevant and targeted to need. Refinement of Pupil Passports for EHCP pupils to ensure section F is	SENDCO Deputy SENDCO SEND Team	3 times a year (calendared)	Engagement & progress rates for SEND students increases Teacher confidence increases. QFT in all classrooms.	Easter 2026

		explicitly broken down and understandable by all				
Long term	Pupils with SEND cannot access lessons	Provide tablets, netbooks, overlays and other adjustments to pupils with SEND	Principal/VP SEND CO SEND Team	½ termly	Pupils with SEND can access lessons	Autumn 2026
	Access of website for SEND students / families	New website has been built with OAT – review of accessibility for families	VP OAT	½ termly	Pupils/families with SEND can access website / navigate	Autumn 2026

Planning duty 2: Physical environment

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.

	Issue	What	Who	When	Outcome	Review
Short term	Accessibility of physical site	Audit of physical environment and review of existing arrangements. PEEPs in place for all who require this. Risk assessments in place.	SLT H&S Team Mitie	Termly	Academy is aware of accessibility gaps to its physical environment & has plans in place to address them. Site is safe and fit for purpose with lifts and supportive amenities in proper working order. .	Summer 2026
	Learning environment for pupils with visual	Incorporation of appropriate colour schemes & replace	SAP / VP SEND Team OAT	½ termly	Learning environment is accessible to pupils with visual impairments.	Summer 2026

Medium term	impairment - projectors	projectors with screens.			Projectors have been replaced with screens. LSAs have access to iPADS to support visual resources for VI students.	
	Accessibility of toilets	Handrails installed where appropriate. Medical room equipped with proper materials for use when personal care is required. Personal care plan in place.	SAP SENDCO	½ termly	Access to toilets is increased.	On-going
Long term	Access of buildings for children or staff with physical disabilities	Access to lifts. RA in place. PEEPS	SAP Mitie SENDCO	½ termly	Academy buildings are fully accessible.	Easter 2026

Planning duty 3: Information

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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Accessibility of academy information for students/families with SEND	Audit of information delivery procedures and revisions as appropriate	SENDCO SEND Team	½ termly	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2026
	Accessibility of academy information for EAL students/families	Audit of information delivery procedures and revisions as appropriate.	SENDCO INA/EAL Lead AAP - RA	½ termly	Academy is aware of local services for converting written information into alternative formats.	On-going
	Accessibility of academy information for Young Carers and families	Audit of information delivery procedures and	SENDCO Designated Teacher for YC	½ termly	Academy is aware of local services for converting written information into alternative formats.	On-going

		revisions as appropriate.				
Medium term	Written information is not accessible to pupils with visual impairments	Purchase braille machine and translate/ enlarge (pupil dependant) if required. Overlays and coloured paper/fonts are available and provided to all.	SENDCO SEND Team	½ termly	Written information is fully accessible to children with visual impairments	Summer 2026
Long term	Academy website is not accessible for pupils with SEND	Audit of website. Pupil Voice Adaptations as necessary.	SENDCO SAP / VP / OAT	Termly	Website is fully accessible	Summer 2026