



ORWELL PARK SCHOOL

ACCESSIBILITY PLAN

Updated July 2025

I. Aims

At Orwell Park School, we are committed to creating an inclusive and supportive environment where every member of our community is valued and respected. Guided by our school values of **integrity, kindness, respect, collaboration, courage** and **spirit**, we aim to ensure that all pupils, including those with disabilities, have equal access to education, facilities, and opportunities.

In line with the Equality Act 2010, this Accessibility Plan sets out how we will:

- **Increase access to the curriculum** for pupils with disabilities, ensuring they can participate fully in all aspects of school life.
- **Improve the physical environment** of the school to support greater access for pupils with disabilities.
- **Enhance the availability of accessible information** for pupils with disabilities and their families.

We strive to treat every pupil with fairness, dignity, and respect. This means removing barriers and making reasonable adjustments to ensure that no child is disadvantaged or excluded because of a disability.

We are committed to:

- Providing an environment that welcomes and includes all pupils, staff, parents, and visitors, regardless of physical, sensory, educational, social, emotional, spiritual, or cultural needs.
- Challenging stereotypes and promoting a culture of understanding, inclusion, and acceptance.
- Considering, on a case-by-case basis, how we can meet more complex or profound physical needs, drawing on expert advice to assess short-, mid- and long-term solutions.
- Promoting a caring, safe, and stimulating environment that nurtures every child's development in line with our school values.
- Ensuring all staff receive appropriate training on equality and disability awareness.
- Working with parents, pupils, staff, governors, and external partners to develop and review this plan collaboratively.
- Health, safety and wellbeing of all pupils is paramount, we are committed to meeting any medical requirements or additional needs.

This Accessibility Plan is published on our school website and available in paper format upon request. Concerns or suggestions about accessibility can be raised directly with the Senior Leadership Team at Orwell Park.

2. Legislation and Guidance

This Accessibility Plan is written in accordance with Schedule 10 of the Equality Act 2010 and follows the Department for Education (DfE) guidance for schools on implementing the Act.

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities.

- *'Long-term'* means lasting a year or more.
- *'Substantial'* means more than minor or trivial.

This definition includes sensory impairments (e.g. affecting sight or hearing) and long-term health conditions, such as asthma, diabetes, epilepsy, or cancer.

Schools are legally required to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers. These adjustments may include providing additional support, equipment, or changes to the school environment.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Accessibility Action Plan

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Access to learning and in-class provision	<ul style="list-style-type: none"> - Use tailored resources to support pupils with additional needs. - Include diverse representations of people with disabilities in curriculum materials. - Track progress of all pupils, including those with SEND. - Set and regularly review appropriate individual targets. - Review the curriculum to ensure inclusion and representation. - Collaborate with external professionals (e.g. SALT, OT) to implement personalised strategies. 	Ongoing	<ul style="list-style-type: none"> - Pupils with SEND make progress in line with peers. - Teachers confidently adapt teaching strategies. - External professional advice is implemented effectively. - Curriculum reflects diversity and inclusion.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> - Conduct accessibility audits. - Adapt physical spaces where needed (based on feasibility consultation), including: <ul style="list-style-type: none"> • Ramps 	Ongoing	<ul style="list-style-type: none"> - All pupils can navigate and use the physical environment safely and independently. - Reasonable adjustments are made promptly and effectively.

	<ul style="list-style-type: none"> • Lifts • Wide corridors • Disabled parking bays • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height <p>- Ensure well-practised and safe Emergency evacuation procedures</p>		<p>- Clearly defined evacuation procedures, including routes and assistance for individuals with disabilities, are always available</p>
Improve access to information for pupils with disabilities	<p>- Provide information using a range of communication formats:</p> <ul style="list-style-type: none"> • Clear signage with symbols • Large print and high-contrast resources • Pictorial or symbolic representations • Makaton, where appropriate <p>- Ensure pupils are seated appropriately in class (e.g. closer to the teacher for hearing needs).</p>	Ongoing	<p>- Pupils can access school information confidently and independently.</p> <p>- Communications are tailored to individual needs.</p>
Staff training on disability awareness and inclusive practices	<p>- Identify individual and whole-school training needs.</p> <p>- Provide ongoing CPD on inclusive teaching, disability awareness, and specific areas of need (e.g. autism, ADHD, speech and language).</p> <p>- Involve external specialists in staff training.</p>	Ongoing	<p>- Staff are confident and competent in supporting pupils with a range of needs.</p> <p>- Inclusive strategies are seen in lesson observations.</p> <p>- Pupils feel safe, supported and understood.</p> <p>- Training records are up to date.</p>
Pupil voice and participation	<p>- Regularly consult pupils with disabilities on their school experience.</p> <p>- Involve pupils in planning their support and reviewing what works well.</p> <p>- Include disabled pupils in school</p>	Ongoing	<p>- Pupils feel heard and valued.</p> <p>- Support plans reflect pupil preferences.</p> <p>- Feedback from pupils informs school decisions.</p>

	councils or leadership roles where possible.		
Support during transitions	Provide enhanced transition planning for pupils with SEND or disabilities, including: <ul style="list-style-type: none"> • Additional visits • Visual supports • Transition booklets Work with parents and previous/future schools to share information.	At key transition points (e.g. starting school, Year 8 leavers)	<ul style="list-style-type: none"> - Transitions are smooth and well-supported. - Pupils settle quickly into new settings. - Parents feel reassured and informed.
<p>Establish a centralised hub to provide wellbeing, pastoral, and medical support for all pupils, with a focus on pupils with SEND or disabilities.</p> <p>Ensure pupils have a safe, accessible, and supportive environment during the school day.</p>	<p>Design and develop the OrWellbeing Hub as a dedicated space for pastoral support, quiet reflection, counselling, and drop-in access.</p> <p>Incorporate a fully equipped Day Surgery in the centre of the school to meet medical needs promptly and effectively.</p> <p>Provide trained staff (pastoral team, nurse, and SENCo) within the Hub to deliver coordinated support.</p> <p>Use the Hub as a central point for multi-agency working (e.g., speech and language therapists, occupational therapists, educational psychologists).</p> <p>Develop clear referral and access systems so pupils, parents, and staff</p>	December 2025 / April 26	<p>Pupils access the Hub independently and feel supported, safe, and understood.</p> <p>Medical and pastoral needs are met promptly, reducing barriers to learning.</p> <p>Staff work collaboratively with the Hub team to address pupils' needs.</p> <p>Parents feel reassured knowing support is available on site.</p> <p>External professionals use the Hub as a base to deliver specialist interventions.</p> <p>Pupil progress (academic, social, and emotional) demonstrates positive impact of Hub provision.</p>

	<p>understand how the Hub supports wellbeing and inclusion.</p> <p>Monitor and evaluate Hub use, linking outcomes to pupils' pastoral and academic progress.</p>		
<p>Establish a dedicated Learning Enrichment Centre to provide targeted academic and pastoral support for pupils with SEND and additional learning needs as well as Stretch & Challenge and 'Academic Inspiration for All'.</p> <p>Create a space where pupils can access specialist teaching, small-group interventions, and tailored resources to help them thrive alongside their peers.</p>	<p>Design and equip the Centre with specialist resources, including assistive technology, sensory tools, and differentiated learning materials.</p> <p>Provide timetabled access for pupils requiring additional support (1:1 sessions, small groups, study skills workshops, subject clinics).</p> <p>Use the Centre as a base for Individual Education Plan (IEP) reviews, progress monitoring, and meetings with parents and external professionals.</p> <p>Develop structured intervention programmes in literacy, numeracy, executive function, and social skills.</p> <p>Ensure strong communication between Centre staff and classroom teachers to embed inclusive strategies across the curriculum.</p> <p>Involve pupils in shaping the support they receive, ensuring provision</p>		<p>Pupils with SEND demonstrate measurable progress in targeted areas (academic, social, and emotional).</p> <p>Teachers feel supported and confident in adapting classroom practice, with consistent input from the Centre.</p> <p>Parents report improved confidence in the school's provision for their child.</p> <p>External specialists collaborate effectively with the school through the Centre.</p> <p>The Centre becomes an established, visible part of school life, celebrated as a resource for inclusion and enrichment.</p>

	reflects their needs and builds independence.		
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4. Monitoring Arrangements

This Accessibility Plan will be:

- Formally reviewed annually by the Head and the Governing Board.
- Approved by the Chair of Governors following each review.
- Updated as needed, including in response to significant changes in legislation, school needs, or feedback from stakeholders.

To ensure continuous progress:

- Senior Leadership Team (SLT) and Governors will conduct termly reviews of the plan's implementation.
- Monitoring will be aligned with the SEND Information Report and Equality Objectives to maintain consistency across school policies.
- Measurable indicators (such as staff training completion rates, progress of pupils with SEND, and pupil/parent feedback) will be used to track the impact of accessibility actions.
- Input from pupils, parents, staff, and external professionals will be gathered regularly to inform ongoing improvements.

A summary of progress will be reported in the termly governor meetings and shared with all stakeholders, including through updates on the school website.

5. EYFS Accessibility and Inclusion Procedures

This section should be read in conjunction with the Orwell Park School Accessibility Plan, SEND Policy, Equality Information and Objectives Statement, and the EYFS Statutory Framework.

Our Commitment

In line with the EYFS Framework, the Equality Act 2010, and the SEND Code of Practice, Orwell Park School Nursery and Early Years Department is committed to providing an inclusive, safe and stimulating environment where every child can flourish. We celebrate diversity and are proactive in removing barriers to access, participation and progress for all children, including those with protected characteristics or additional needs.

Our approach reflects the school values of integrity, kindness, respect, collaboration, courage and spirit.

Aims

We aim to:

- Provide an inclusive and accessible environment that supports the learning and development of all children, regardless of their ethnicity, social background, gender, religion, language, disability or ability.
- Value and celebrate diversity, ensuring all families feel welcomed, represented and respected.
- Implement reasonable adjustments to remove barriers for children with disabilities or special educational needs.
- Promote positive attitudes and non-stereotypical representations in the curriculum and environment.
- Ensure that inclusive practice is embedded across all areas of the EYFS.

Equality Named Coordinator (ENCo)

Stephanie Green (Reception Teacher) is the Equality Named Co-ordinator (ENCo) for EYFS. She reports to Vikki Wiggins who is Head of Early Years.

Role and Responsibilities:

- Promote, co-ordinate and monitor inclusive practices in the nursery.
- Support staff and families in removing barriers to inclusion.
- Keep up to date with relevant legislation and ensure it is reflected in practice.
- Provide training and guidance to staff.
- Champion a setting culture that values diversity and addresses discrimination.

Admissions

We ensure:

- Our nursery is open and accessible to all children and families.
- Admissions decisions are based on fair, transparent criteria (see Admissions Policy).
- We do not discriminate on the basis of disability or any protected characteristic.
- All prospective families are made aware of our commitment to inclusion and equality.

- Reasonable adjustments are planned in advance wherever possible, and a case-by-case assessment is made for children with complex needs. (See SEND & Admissions Policies)
- Information is provided in accessible formats where required.

Curriculum and Environment

We provide a curriculum that:

- Encourages self-esteem, empathy and respect for others.
- Reflects a wide range of cultures, abilities and family structures in books, displays, festivals, and routines.
- Includes differentiated activities and adaptive teaching to meet the needs of all learners.
- Provides positive role models and avoids stereotypes across all areas of learning.

Our learning environment is:

- Physically accessible in key areas; however, the historic nature of our buildings means that access can sometimes be challenging. We make every effort to balance the constraints of the site with reasonable adjustments, ensuring that children with mobility, sensory, or medical needs are supported wherever possible.
- Organised to support independent access, visual cues, and inclusive play opportunities.
- Regularly reviewed to ensure it continues to meet the needs of all children and families.

Supporting SEND and Disability

We follow the graduated approach outlined in the SEND Code of Practice:

1. **Assess** – Identify a child's needs through observation, parent partnership, and professional input.
2. **Plan** – Set individualised, achievable targets with the child and family.
3. **Do** – Implement tailored strategies and interventions.
4. **Review** – Regularly assess impact and adjust as needed.

We work in partnership with:

- Families
- Speech and Language Therapists (SALT)

- Occupational Therapists (OT)
- Health Visitors
- Local Authority SEND services

We also ensure:

- early identification of needs
- EHCP applications and reviews are supported where appropriate
- staff are trained to deliver individual healthcare plans (IHPs) and administer medication safely
- we have a school surgery with Registered General Nurses (RGNs) and first aid trained staff/ house parents

Staff Training

- All staff receive regular training in inclusive and anti-discriminatory practice.
- Training includes SEND awareness, neurodiversity, speech and language strategies, disability equality, and cultural competence.
- Designated staff are trained in administering medication, performing care routines, and supporting children with complex needs.

Partnership with Families

- Families are valued as experts in their children's lives.
- We promote open communication and regular updates through key person relationships, meetings, and observations.
- We provide translated materials, visual aids, and interpreters when required.
- Families are invited to contribute to curriculum planning, cultural celebrations and feedback cycles.

Food and Cultural Needs

- We work with families to ensure medical, dietary and cultural food requirements are fully met.
- Children learn about different cultures and traditions around food, respecting the beliefs and practices of others.

Working with External Agencies

We maintain effective partnerships with external agencies to support the well-being, learning and safety of children, including:

- Safeguarding teams

- Local SEND support services
- Health professionals
- Cultural and community organisations

All multi-agency work follows strict **information sharing protocols** and upholds the principles of confidentiality and consent.

Monitoring and Review

- Inclusion and accessibility are reviewed termly as part of the EYFS development plan.
- Feedback from families, children and staff informs improvements.
- The EYFS section of the Accessibility Plan is reviewed annually or more frequently if needed, in line with updates to legislation or identified needs.

6. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk assessment & Health & Safety policies
- SEND policy & SEND Information Report
- Safeguarding, Behaviour & Anti-bullying policies
- Admissions policy
- Equality information and objectives (public sector equality duty) statement for publication
- Equality, Diversity and Inclusion Policy
- EYFS policy
- Safe administration and storage of medications