

Accessibility Plan

Ormiston Bolingbroke Academy

Statement of intent

This plan outlines the proposals of the governing body of Ormiston Bolingbroke 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

Chair of governors



Date: October 2026

Date:

Next review date: September 2029

Planning duty 1: Curriculum

Accessibility outcome	Current good practice	Actions to take	Who?	When?	Outcome criteria	Review
Embed opportunities within the curriculum to address issues such as discrimination, harassment, victimisation and all other conduct prohibited by the Equality Act 2010	Opportunities are embedded within the LFL programme which runs every week	All subject areas to address discrimination and personal development within their curriculum as appropriate	Curriculum Leaders/HHD	July 27	Evidenced in SOL at KS3/4/5 – highlighted in SOL where appropriate	Easter 27
Review assessment criteria and instruments of assessment to ensure that they are not discriminatory and that, where possible, reasonable adjustments have been made to take account of the needs of students with a protected characteristic	Reasonable adjustments in place as appropriate and identified on group characteristic sheets which every teacher has for every class	Review assessment criteria in lessons and reasonable adjustments to make sure that they are embedded	Curriculum Leaders/CFD/S MY	July 27	Staff will have developed a variety of ways of assessing the progress made in class and over a period of time, including short assessments, Do Nows, use of whiteboards alongside assessments	Easter 27
Take account of all pupils when planning for future learning and setting challenging targets	Use KS2 data as a baseline alongside GL assessments, ensuring that all students are challenged equally	Analyse assessments to ensure that all students make progress from starting points and gaps are identified with students supported appropriately KS3 maths students have interventions to close the gaps Fresh Start and Lexonik to support gap filling	Curriculum Leaders/CFD/S FR	July 27	All pupils will make appropriate progress in each learning opportunity	Easter 27

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

[illegible]

Planning duty 3: Information

[illegible]