



Accessibility Plan

Draft: November 2025

Ratified: December 2025

Review: December 2026

Chair of Governors:

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Headteacher:

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Ethos of The Orchard School

At The Orchard School, **Everyone Matters, Everyone Cares**. Our ethos is rooted in the belief that every child has the potential to grow, thrive, and succeed when provided with the right environment, relationships, and support. **The Orchard Way** guides everything we do, ensuring that our approach is therapeutic, inclusive, and centred on understanding behaviour as communication. We are committed to nurturing the social, emotional, and mental health (SEMH) needs of our pupils, recognising their unique challenges while celebrating their individuality. Through strong relationships and a culture of care, we create a school where every pupil feels safe, valued, and empowered to reach their full potential.

Principles of Our Ethos:

1. **Respect for the Individual:** Every pupil deserves respect, dignity, and the opportunity to be heard.
2. **Relationships at the Heart of Learning:** Positive, trusting relationships form the foundation of our work.
3. **Equity and Inclusion:** We ensure all pupils have access to the support they need to succeed.
4. **Therapeutic and Nurturing Approaches:** We integrate trauma-informed strategies to promote resilience.
5. **High Expectations with Compassion:** Balancing aspirations with understanding and personalisation.
6. **Collaboration with Stakeholders:** Families, carers, and agencies work together to support pupils.
7. **A Safe and Predictable Environment:** Structure and boundaries foster trust and confidence.
8. **Restorative Practices:** Addressing conflicts through understanding, accountability, and growth.

Introduction

This Accessibility Plan sets out how the school will increase access for pupils with disabilities in line with the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice. It covers curriculum access, physical access, and access to information. The plan aligns with DfE requirements, SEND Policy, Public Sector Equality Duty, and expectations referenced by Ofsted.

Policy Vision

The school is committed to inclusion and to removing barriers so that pupils with disabilities can participate fully in education and school life. The environment and curriculum are designed to develop independence, engagement, safety, and achievement.

Access to the Curriculum

Objective	Actions	Success Criteria	Lead	Timescale
Improve staff confidence in adapting teaching	Provide training in scaffolding, modelling, vocabulary support, sensory-informed strategies, and ongoing coaching	Lessons show strong adaptations and pupils with SEND make secure progress	SENCO	Year 1 and ongoing
Ensure all pupils can access learning resources	Provide printed, digital, reduced language, visual and assistive technology options	Pupils can access core tasks independently	SENCO and Teachers	Year 1 to Year 3
Strengthen support for communication needs	Expand visuals, symbol systems, communication boards, staff training	Pupils communicate effectively across the day	SENCO and Communication Lead	Year 2

Access to the Physical Environment

Objective	Actions	Success Criteria	Lead	Timescale
Ensure all areas meet accessibility expectations	Complete annual site audit and identify improvements related to hazards, routes, signage, and sensory factors	Buildings support safe movement for all pupils	Site Manager and SENCO	Annual
Improve sensory regulation areas	Develop calm spaces, improve lighting, reduce noise levels	Reduction in dysregulation incidents	SENCO and SLT	Year 1 to Year 3
Provide clear visual wayfinding	Install consistent signage and colour coding where appropriate	Pupils navigate school with confidence	Site Manager	Year 1

Access to Information

Objective	Actions	Success Criteria	Lead	Timescale
Provide accessible written information	Offer large print, simplified language, translated materials, audio versions where required	Parents and pupils can access all information	Office Manager	Ongoing
Improve communication with families	Provide SMS, email, social stories, and easy read guidance formats	Families understand school processes clearly	Admin Team and SENCO	Year 1 to Year 3

Monitoring and Review

The governing body will review progress each year. Summary updates will be reported to governors and published on the school website.