



ACCESSIBILITY POLICY AND

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Introduction

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to developing a culture of awareness, tolerance and inclusion. We interpret our duties positively, taking into account the necessary actions to remove barriers to inclusion. We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. Our Accessibility Policy and Plan shows reasonable adjustments made to accommodate their needs where practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

Definition of Disability

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

Purpose of the Policy

The Accessibility Policy is drawn up in compliance with current legislation and requirements relating to the DDA legislation <https://www.gov.uk/definition-of-disability-under-equalityact-2010>. The Accessibility Policy and Plan is structured to complement and support Orion's equality objectives.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within our school:

Aims

Our Aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Orion's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information in the following ways:

Increasing access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as able bodied pupils this includes teaching and learning and the wider curriculum such as participation in leisure and cultural activities or school visits.

Improving access to the physical environment- Orion will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Improving the delivery of written information – this includes making handouts, timetables and textbooks more accessible, taking into account parents preferred formats and individual disabilities, providing information in alternative formats when required or requested, within a reasonable time frame.

Current Practice

We gather information about any disability or health condition in early communications and through initial support meetings with commissioning schools, parents and carers of pupils who are new to Orion. We build strong links and have open dialogue to ensure that we are kept informed of any changes to the information provided about disabilities or individual support needs.

Curriculum

Through planning for individual need, we provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE and motor vehicle studies for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Some aspects of timetabled/extracurricular activities present particular challenges, however all reasonable adjustments are made to support as full an involvement as possible.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information will be provided in a range of different formats available for disabled pupils, parents and staff as needed.



**ACCESSIBILTY
PLAN**

2025 -2027

Improving access to and participation within the curriculum			
Target	Action Required	Time Frame	Responsibility
Make SEND and medical needs clear to ensure disabled pupils have support with their learning.	<ul style="list-style-type: none"> • Ensure pupil needs are identified and shared through a robust admissions and assessment process. • Ensure SEND register reflects current pupils being supported. • Ensure Medical register and Care plans are up-to-date. • Assess pupils in the autumn term (or first term if referred in-year) to identify needs. Develop support plans based on assessments • Provide in class intervention with identified pupils • Make provision for small groups in subjects such as English and Mathematics • Provide ICT resources and adapted materials for pupils 	Autumn 1 2025 and ongoing, as new pupils join or individual needs change.	Head of School Deputy Head
Training for staff on increasing access to the curriculum for all pupils and removing potential barriers.	<ul style="list-style-type: none"> • Audit staff strengths/gaps in knowledge. • TA\pastoral team training on adapting lessons for 1:1 pupils. • Staff meetings addressing inclusive practice and SEND procedures. • SENDCO to do 1:1 sessions with teachers • Target staff to complete effective and on-going CPD to ensure wider staff understanding of particular disabilities and the requirement to make reasonable adjustments for pupils with these conditions. 	Annually as Per Staff Development and Performance Management Cycle	Whole School Team Head of School School Governors
Support the social, emotional and mental wellbeing of pupils.	<ul style="list-style-type: none"> • Provide pastoral support to run alongside the curriculum • Improve communication with parents/carers on SEMH needs • Increase the use of the pastoral team to help pupils with emotional issues • Develop stronger links with SEMH support agencies • Train staff on SEMH and related issues • Implement strong anti-bullying approach and analyse and take action on any disability related bullying incidents. 	Ongoing Review before beginning of autumn term 1 and re-evaluate end of spring term	Head of School Deputy Head
Set suitable learning challenges/targets for pupils with disabilities.	<ul style="list-style-type: none"> • Ensure pupils with disabilities have intervention/support plan targets • Ensure pupils have knowledge of how to progress to next level • Monitor progress weekly and provide feedback to motivate and support 	Autumn 1 2025 and ongoing, as new pupils join or individual needs change.	Head of School Tutors Deputy Head
Establish and maintain close liaison with parents.	<ul style="list-style-type: none"> • Ensure collaboration and information sharing between Orion and families/carers 	Autumn 1 and ongoing,	Head of School Mentors

Establish and maintain close liaison with outside agencies for pupils with additional needs.	<ul style="list-style-type: none"> Ensure clear collaborative working approaches are adopted through regular meetings, risk assessment reviews, provision reviews and action planning. 	Ongoing- with effect September 2025	Head of School Mentors
Ensure there is a differentiated curriculum	<ul style="list-style-type: none"> Provide a curriculum with specific 'pathways' for pupils to follow to support individual needs. Teach alternative subjects to GCSE, include a range of academic and vocational subjects. Provide individual timetables following a differentiated curriculum. Ensure all SOW and Lessons are differentiated 	Ongoing Review before beginning of autumn term 1 and re-evaluate end of spring term 2026	Head of School Deputy Head
Ensure all classrooms are optimally organised for all pupils.	<ul style="list-style-type: none"> Audit access and ergonomics of each classroom and make reasonable adjustments to accommodate pupils. 	Implement before beginning of autumn term 2025 and re-evaluate Summer Term 2026.	Head of School Pastoral Team
Appropriate use of intervention and its success and impact on progress.	<ul style="list-style-type: none"> Track intervention success. Strategically organise staff to work on interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve SEMH interventions. Improve reading interventions. 	Ongoing - Implement before beginning of autumn term 2025 and re-evaluate Summer Term 2026	Head of School Pastoral Team

Improving access to the physical environment of the school

Target	Action Required	Time Frame	Responsibility
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Improve access to welfare facilities on the ground floor.	<ul style="list-style-type: none"> Provide additional welfare facilities for pupils with mobility difficulties on the ground floor:- e.g. food and drinks/ medical facilities. 	Spring 26	Head of School Pastoral Team
Improve signage	<ul style="list-style-type: none"> Improve signage around the school with appropriate additions which will facilitate those with visual impairments 	Autumn Term 2025	Head of School Health and Welfare Team
Improve welfare accessibility	<ul style="list-style-type: none"> Ensure that there is a meeting room available for visitors/parents with additional accessibility needs. 	Autumn Term 2025	Head of School

Improve access and delivery of written information			
Accessibility Outcome	Action Required	Time Frame	Responsibility
Enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing 	Implement before beginning of autumn term 2025 and re-evaluate Summer Term 2026	Head of School Deputy Head
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	<ul style="list-style-type: none"> Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible 	Implement before beginning of autumn term 2025 and re-evaluate Spring Term 2026	Head of School Deputy Head

