



Orchard Park High School

Accessibility Plan

Orchard Park High School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Orchard Park High School Accessibility Plan

This Accessibility Plan applies to Orchard Park High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Assistant Headteacher - Curt Mathys

This plan was approved by the Governing Body on: 22 January 2026

This plan is due for review by: 22 January 2027

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Orchard Park High School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Orchard Park High School Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Name of School

Orchard Park High School is a mixed sex, secondary comprehensive school with 681 students on roll. The school comprises two buildings covering a small site. The school has two floors that are connected by stairwells and a lift.

Orchard Park High School's vision for disabled pupils:

Orchard Park High School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social,

spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Orchard Park High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Wheelchair users can access the building through the main entrance. The main facilities such as the sports hall are on the ground floor. We have a toilet for those with a disability. Specified doors in the school are pinned open so that wheelchair users can negotiate their way around the building independently.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review - 28 January 2025	Y2 review - 7 January 2026	Final review
<i>Develop and extend careers and preparation for working life to ensure no vulnerable students with are NEETs</i>	<i>The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.</i>	CMA	Our vulnerable students have an early careers session with a careers adviser in year 10. This year, our vulnerable SEND students in year 10 have had a workplace visit.	Vulnerable students and students at risk of NEET are seen by our careers advisors twice, once in year 10 and then again in year 11. Where appropriate parents or TAs are invited to attend the careers sessions with the students.	
<i>Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc</i>	<i>Student body representation will reflect its diverse nature.</i>	CMA	This year we do not have students with physical disabilities.	This year we do not have students with physical disabilities that require adaptations to curriculum and extracurricular activities.	
<i>Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact</i>	<i>Improved attainment and progress for SEND students</i>	VON	All students are screened by NGRTs and then RWI Phonics assessment to support learning.	All students are reviewed for NGRT and then phonics intervention as appropriate. All new starters and in-year admissions are screened for their reading age	

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan <i>(examples)</i>	Impact	Resp	Y1 review - 28 January 2025	Y2 review - 7 January 2026	Final review
<i>Ensure every subject has access to specialist equipment and furniture where necessary</i>	<i>No student has impaired access to learning as a result of a lack of equipment.</i>	CMA	We have a student with dwarfism. She has been offered the use of step on which to rest her feet when sitting at the desks. She is also allowed to use the lift. However, we do have lifts and a ramp to ensure any physically disabled students can access all areas of the building.	No special adaptation required this year.	
<i>Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards</i>	<i>No student is impacted by a lack of accessibility to the building and environment</i>	CMA	Periodic site walks happen by CMA and the Site Manager to spot any safety hazard.	Termly site walks with CMA and site manager.	

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan <i>(examples)</i>	Impact	Resp	Y1 review - 28 January 2025	Y2 review - 7 January 2026	Final review
<i>Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required</i>	<i>Parents and pupils feel fully involved in the life of the school and can access important information</i>	CMA	We do not have any students or parents who require such alternative arrangements.	We do not have any students or parents who require such alternative arrangements.	
<i>Ensure that DDA compliant signage is rolled out across the school</i>	<i>Signs are clear and understandable for the visually impaired.</i>	CMA	CMA will work with the Site Manager to ensure appropriate signage is in place.	Signage in place.	