

# Accessibility Plan

Brownhills Ormiston Academy

## Statement of intent

This plan outlines the proposals of the governing body of Brownhills 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:

Mr R. T. Doodson - Principal

Date: 01.09.2026

Mrs L. Yates - Chair of Governors

Date: 01.09.2026

Next review date:

## Planning duty 1: Curriculum

| Accessibility outcome                                                                                                                                                                                                                                                                                                                                                                                                                     | Current good practice                                                                       | Actions to take                                                                | Who?                            | When?       | Outcome criteria                                                                 | Review      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------|-------------|----------------------------------------------------------------------------------|-------------|
| Short term                                                                                                                                                                                                                                                                                                                                                                                                                                | Quality assurance of curriculum in classrooms is accessible for certain areas of needs      | Bespoke CPD and coaching for teachers and TA team where relevant               | Assistant Headteacher and SENCO | Summer 2026 | Leaders and teaching staff are aware of the accessibility gaps in the curriculum | Summer 2027 |
| Medium term                                                                                                                                                                                                                                                                                                                                                                                                                               | Teachers and TA working collaboratively to ensure the needs of all children are planned for | Needs of children with SEND incorporated into planning process                 | Teachers/SENCO/TAs              | Autumn 2026 | Teachers planning is more effective allowing needs to be met                     | Summer 2027 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                           | Curriculum resources are regularly reviewed to identify potential barriers.                 | Implementation of accessible by design principles to all curriculum resources. | Teachers / TAs                  | Summer 2027 |                                                                                  | Autumn 2027 |
| 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

| Accessibility outcome | Current good practice                                                             | Actions to take                                                                                                                                                                                                                                             | Who?                                         | When?       | Indicators of success                                                | Review      |
|-----------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------|----------------------------------------------------------------------|-------------|
| Short term            | There is two sets of lifts within the academy to ensure access to all classrooms. | Repair and maintain lifts                                                                                                                                                                                                                                   | Site Manager/External contractors            | Autumn 2026 | All classrooms are accessible                                        | Summer 2027 |
| Medium term           | Learning environment of pupils with visual impairment is largely vaccessible.     | Complete and audit of the school building, including child voice. Identify appropriate colour schemes and lighting. Liaise with external agencies for further guidance, where available. Incorporation of appropriate colour schemes and lighting in rooms. | Academy business manager/ Site Manager/SENCO | Summer 2027 | Learning environment is accessible to pupils with visual impairments | Spring 2028 |

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| Long term                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Children with physical disabilities can access all areas of the academy. | Full site audit to be undertaken to evaluate the ease of access to each area, so improvements can be identified and planned into budget (e.g. additional hand rails where appropriate). | Academy business manager/<br>Academy Site Manager | Summer 2027 | Academy buildings are fully accessible | Summer 2028 |
| <p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment 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.</i></p> |                                                                          |                                                                                                                                                                                         |                                                   |             |                                        |             |

## Planning duty 3: Information

| Accessibility outcome | Current good practice                                                         | Actions to take                                                                                                                                                                                          | Who?                                          | When?       | Indicators of success                                                                                                           | Review      |
|-----------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------|-------------|
| Short term            | Academy website/information in alternative formats is available upon request. | Academy website/information such as letters, will be ordinarily available with features to enable access for children and families with English as an Additional Language                                | ICT manager/<br>Public relations co-ordinator | Spring 2027 | Any information shared by the academy is accessible to all key stakeholders                                                     | Summer 2027 |
| Medium term           | Staff receive regular training and CPD on SEND and inclusion.                 | All staff to carry out annual training on disability discrimination and the Equalities Act<br>External providers approached for specific training needs as required to meet needs of individual students | All staff                                     | Spring 2027 | All staff to have completed OAT training and evidence provided<br>Staff utilising training information in their lesson planning | Summer 2027 |

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| Long term                                                                                                                                                                                                                                                                                                                                                                                                                                            | The academy celebrates diversity and difference. | Disability equality to be promoted via a number of channels within the academy:<br>Audit of PSHE lessons/<br>Assemblies/ Staff training and mechanisms to celebrate differences of all stakeholders | SLT/ All staff | From Spring 2027 | Increased whole academy awareness of disability issues and celebrating success of individuals with disabilities | Summer 2027 |
| <p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information 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.</i></p> |                                                  |                                                                                                                                                                                                     |                |                  |                                                                                                                 |             |