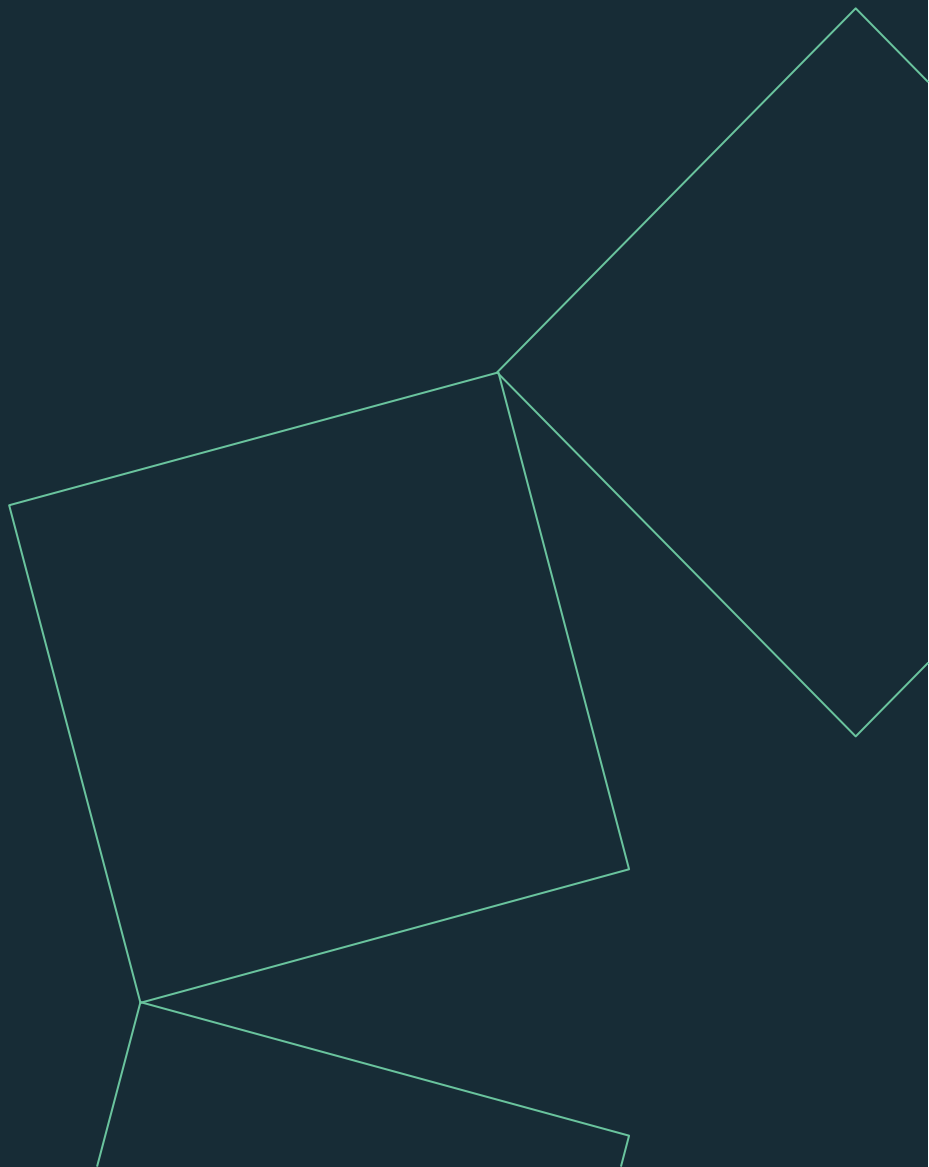




OFG
Education

ACCESSIBILITY PLAN

SEPTEMBER 2026- SEPTEMBER 2029



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1.0 Introduction

An accessibility plan is designed to improve the extent to which disabled pupils, and those with additional needs, can fully participate in the school's curriculum, enhance physical access to the school, and ensure that information is delivered in an accessible format for all students. This plan is essential for compliance with the Equality Act 2010, which requires schools to make reasonable adjustments to avoid disadvantaging disabled pupils. It is the responsibility of line managers to ensure that staff members are aware of, understand, and implement this policy and any subsequent revisions.

2.0 Definitions & Legislations

The Disability Discrimination Act 1995 specifies that a person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The Equality Act 2010 specifies that a person has disability if:

- a) A person has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

These two pieces of legislation guide and shape the development of this accessibility plan. Using a strongly pupil-centred approach, the school draws on trauma-informed best practice and specialist expertise in autism to ensure that barriers to learning are removed and that every young person is supported to grow in independence. The Group's autism strategy is built on three core principles, Ask, Accept, and Develop, which together reinforce the importance of genuine engagement, authentic listening, and empathic relationships. This approach enables every pupil to experience meaningful achievement, positive emotional wellbeing, and a sense of agency in their educational journey.

3.0 Vision Statement

At Ashley Park School, our mission is simple: to help every young person flourish.

We want our pupils to grow in confidence, achieve strong educational outcomes, and develop the skills and aspirations that will raise hopes for the future.

We provide specialist education and therapeutic support tailored to a wide range of needs. Lessons are carefully designed around the National Curriculum, adapted so that every pupil can learn at their own pace and level. Alongside academic study, pupils can work towards accredited qualifications, vocational pathways, and life skills courses, ensuring they are well prepared for life beyond school.

The school places a strong emphasis on pupil wellbeing, helping young people understand and regulate their emotions and providing personalised strategies to support them with daily activities and life's challenges. Academic progress is fostered through a broad, engaging curriculum that offers both academic and vocational pathways, ensuring that learning remains accessible, meaningful, and enjoyable for all pupils. Throughout all aspects of school life, we prioritise the development of independence by promoting choice, responsibility, and self-advocacy, enabling pupils to build confidence and gain the practical skills needed to contribute positively to their community and transition successfully into adulthood.

4.0 Purpose

The purpose of the accessibility plan is to ensure that all pupils are able to access and benefit from

education across the three key areas defined by the planning duties in the Equality Act 2010. These duties require schools to:

- Increase the opportunities for pupils with disabilities to participate fully in the school curriculum, including academic, extracurricular, and enrichment activities.
- Improve the physical environment of the school so that pupils with disabilities can make full use of the educational and associated services provided.
- Enhance the way information is communicated to pupils with disabilities, ensuring that formats, systems, and methods of delivery meet individual accessibility needs.

Outcomes First Group also recognises its responsibilities towards employees with disabilities and is committed to fostering an inclusive and supportive working environment. To achieve this, the organisation will:

- Monitor and review recruitment practices to ensure that applicants with disabilities are treated fairly and provided with equal opportunities throughout the selection process.
- Provide appropriate support and specialist provision to employees with disabilities, enabling them to perform their roles effectively and without unnecessary barriers.
- Implement reasonable adjustments to the workplace, working conditions, or role requirements where needed, ensuring equitable access and promoting staff wellbeing.

5.0 Accessibility Plan

Accessibility Plan								
Aim	Current good practice	Objectives	Actions	Financial implications £££ ££ £	Time implications ⌚ ⌚ ⌚ ⌚ ⌚ ⌚	Person responsible	Date to complete actions by	Sign off
To improve accessibility for pupils by providing well-equipped designated regulation spaces around the school sites (Improving the physical environment)	- Some classrooms already have identified calm spaces or regulation areas. - Pupils have access to sensory resources and emotional regulation tools. - Staff support pupils to use regulation strategies throughout the school day. - The school promotes a trauma-informed and autism-friendly approach to behaviour and wellbeing. - There are designated calm quiet spaces - The primary site has a sensory garden which is well-used by students to support regulation - The secondary site	- Ensure pupils can access a low-arousal space when required. - Reduce incidents of dysregulation and lesson disruption. - Improve pupil wellbeing, engagement and time spent learning. - Support the development of self-awareness and self-regulation skills. - Ensure designated spaces are appropriately designed and equipped to support regulation	- Audit existing classroom provision and identify suitable locations for quiet corners. - Provide a sensory space at the primary school site to support regulation - Adapt, in line with pupil voice, the Nest space at the secondary site to more effectively meet the needs of students - Equip spaces with appropriate resources. - Provide staff guidance on the effective use of quiet corners. - Include pupil voice in evaluating the effectiveness of spaces. - Monitor usage and impact through	£££	⌚	SLT including clinical leads	July 2027	

	- has a sensory room in place which is well-used - Both sites have immersive rooms							
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To improve sensory-friendly classroom environments at the primary site by improving lighting (Improving the physical environment)	Pupil voice has been collated and this action is in response to direct requests from students – the current lighting is sensor operated in all classrooms and cannot be turned off	- Lighting will be able to be adjusted to reflect the sensory needs of students - The environment will be adjusted depending on the natural light available, the task being completed and the regulation of students	- Conduct a site review to establish which areas of the school require adaptation - Collate appropriate quotations - Plan for the required works - Collate staff and pupil voice to determine the impact of the change	££	⊖ ⊕	Facilities Manager	July 2027	
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To improve accessibility to learning by ensuring pupils who experience barriers to handwritten recording have timely access to laptops and assistive technology, enabling them to communicate their knowledge, participate fully in lessons and work more independently. (Increasing access to the	- Some pupils currently use laptops, iPads or alternative recording methods as part of their provision. - Staff make reasonable adjustments to support individual learning needs. - Technology is used	- Ensure pupils requiring a laptop for writing can access one when necessary. - Reduce barriers associated with handwriting, fine motor difficulties and processing differences. - Increase pupil independence,	- Audit current laptop and assistive technology provision across the school. - Identify pupils who would benefit from access to a laptop through assessment, EHCP review, and classroom	£££	⊖ ⊕	SENCo / OT	July 2028	
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curriculum)	across the curriculum to enhance learning opportunities. - Pupils are encouraged to use tools that support independence and reduce barriers to learning. - EHCP requirements relating to access arrangements and assistive technology are implemented where appropriate.	confidence, and engagement in written tasks. - Promote equitable access to the curriculum and assessment opportunities. - Ensure pupils are proficient in using assistive technology to support learning.	evidence. - Develop a clear referral and assessment process for allocating devices. - Provide laptops or appropriate devices for identified pupils. - Ensure devices are available across all lessons and learning environments. - Implement assistive software where appropriate, including: Speech-to-text software, predictive text, text-to-speech tools, Immersive Reader, spell-check and grammar support. - Review the impact of technology on pupil progress, engagement and independence through regular monitoring.					
To ensure all pupils can access and participate in educational visits and enrichment activities through personalised planning and reasonable adjustments, regardless of their communication, sensory, behavioural or	- Educational visits are planned with consideration for pupils' individual needs. - Risk assessments are completed for all trips and visits. - Staff work closely	- Increase participation in educational visits for all pupils. - Remove barriers that prevent pupils from accessing trips and enrichment	- Develop an "Accessibility First" educational visits planning framework. - Introduce an Educational Visits Accessibility Checklist to be	£	⊖	EVC / SLT	July 2027	

medical needs. (Increasing access to the curriculum)	with families to support participation. • Visual supports and social stories are used where appropriate. • Additional staffing and tailored support are provided when required. • The school actively promotes inclusion and equal access to enrichment opportunities.	opportunities. • Ensure reasonable adjustments are consistently considered during trip planning. • Reduce anxiety associated with unfamiliar environments and experiences. • Enable pupils to develop independence, confidence and community engagement skills. • Immersive room to be used to support familiarisation	completed for every trip. • Offer pre-visits to unfamiliar locations for pupils who may benefit. • Ensure access to sensory and regulation resources during visits. • Consider flexible transport arrangements where required. • Develop a library of previous trip photographs and videos to support future preparation. • Plan alternative ways for pupils to access experiences if attendance is not possible, including: virtual visits, live-streamed experiences, remote participation opportunities. • Gather pupil and parent feedback following visits to continually improve accessibility. • Monitor participation rates to ensure all pupil groups have equitable access to trips.					
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To improve accessibility and engagement for families, carers, and other stakeholders by ensuring that communication is clear, consistent, inclusive, and responsive to individual needs. The school will ensure consistent communication across sites as appropriate. (Improving access to information)	• The school is becoming an increasingly diverse and inclusive community • Pupils are encouraged to take pride in their identities, heritage, and personal experiences, helping to foster a strong sense of belonging, confidence, and self-worth The school's core value of KINDNESS and motto of 'Take time to be Kind' supports a culture where everyone is valued and treated with kindness, whatever their background, beliefs or culture	• Ensure all pupils, families, and stakeholders feel confident and supported in requesting the level of communication and information access that best meets their individual needs. • Develop a strong understanding of the communication preferences and accessibility requirements of pupils, families, and other stakeholders, enabling more effective and inclusive engagement. • Strengthen the flow of communication between the school, families, and external stakeholders by reducing barriers to understanding and improving accessibility.	• Introduce a Communication Requirements form within our new starter pack to collate information regarding communication preferences • Establish and maintain a Communication Accessibility Register to record and proactively respond to the communication needs and preferences of families and stakeholders.	£	⊖ ⊕	SLT / SENCO / Pastoral Lead/Admin team	July 2029	
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To ensure the curriculum remains responsive, relevant, and accessible to the evolving needs of pupils through ongoing review, evaluation, and adaptation. Curriculum development will be informed by pupil progress, engagement, outcomes, and the school's strategic priorities, ensuring that all pupils can access learning that meets their individual needs and supports positive outcomes. (Increasing access to the curriculum)	- The school regularly evaluates the effectiveness of its curriculum, ensuring that provision remains relevant, accessible, and responsive to the changing needs of pupils. - Staffing structures and recruitment are reviewed in line with pupil needs, ensuring that the school has the expertise and capacity required to deliver high-quality provision - The curriculum offer continues to evolve, particularly as a growing school, with the school actively exploring new opportunities and pathways to broaden the prospectus and better meet the interests, aspirations, and needs of pupils.	- Further refine clear and purposeful curriculum pathways that support pupils in accessing appropriate qualifications, enabling them to achieve meaningful outcomes and prepare effectively for their next stage of education, training, or employment. - Strengthen provision for pupils at key stages 4 and 5, ensuring they receive a robust programme of life skills, independence, employability, and community-based learning.	- Implement a regular cycle of curriculum review to evaluate effectiveness, accessibility, and relevance for the school's pupil population. - Monitor the impact of the curriculum through pupil progress data, pupil voice, lesson observations, and quality assurance activities, using findings to inform further development. - Adapt curriculum content, delivery methods, and learning experiences where required to maximise engagement, accessibility, and outcomes for all pupils	£	⊖⊖	SLT	July 2027	
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Key:

£ - marginal (managed and covered locally or through grants)

££ - moderate (medium-level clearance required i.e. RD)

£££ - significant (high-level approval and planning i.e. capex)

⊖ - short term (achievable within an academic year)

⊖⊖ - medium (can be completed in more than academic year but in under 2)

⊖⊖⊖ - long term (takes over 2 academic years to complete)

6.0 Access Audit

Access Audit					
Feature	Description	Actions	Person responsible	Date to complete actions by	Sign off
Parking bays (Improving the physical environment)	Disabled parking bays are well marked and lit. Ground is even and the area does not obstruct the flow of the main traffic in the car park.	Ensure markings are clear, and unobstructed always. Ensure parents are aware of accessible parking bays when being invited to meetings	Facilities SLT	Ongoing (reviewed July 2027)	
Entrances (Improving the physical environment)	Many doors are security doors that require a fob to open. In the event of Fire Alarm all fobs become deactivated.	Ensure fob system responds appropriately to any fire alarm. Each set of doors needs checking individually.	Facilities	Ongoing (reviewed July 2027)	
Toilet (Improving the physical environment)	All toilets are signposted with clear distinction whether they are pupil / staff / male / female / accessible / all genders. Accessible toilets are additionally fitted with an alarm system. Adaptations have been made to ensure that facilities are appropriate for the age group of pupils using them	Ensure checks of premises continue to replace damaged and missing signage. Regular weekly alarm chord checks to be completed.	Facilities	Ongoing (reviewed July 2027)	
Access to Widgit Software (Improving access to information)	Widgit software is designed to support communication, literacy, and learning by using visual symbols to make information accessible for people of all ages and abilities. Widgit software uses Widgit Symbols, a library of over 20,000 symbols representing more than 55,000 English words, to help users understand and communicate concepts without relying solely on text	Ensure logins are distributed adequately and that staff have the skillset to access the software appropriately. Evaluate the login needs bi-annually basis.	Ciara Q	Ongoing (reviewed July 2027)	

7.0 Monitoring

The accessibility plan is a live, on-rolling document that spans a three-year period, with the flexibility to bring actions forward or adjust timeframes where emerging needs require it. The Senior Leadership Team holds responsibility for ensuring the plan remains relevant, purposeful, and aligned with pupils' needs. While a comprehensive review will be undertaken each September as part of the school's annual cycle, ongoing soft reviews will take place throughout the year to ensure continuous improvement and timely responses to any changes or new priorities.



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