



Accessibility Plan

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Review Cycle	Annual
Review Date	July 2025

An academy within:



“Learning together, to be the best we can be”



1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. Improve the availability of accessible information to disabled pupils.

1.2. At Abbey School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Inspire, Believe, Achieve

The Vision:

To be the 'unrelenting family champion' as an outstanding partner within a thriving learning community.

To apply inspirational, visionary and exceptionally strong leadership and governance.

To demonstrate exceptional teaching, within the very best learning environment, embracing new and existing technologies and one that enables all students to make good progress.

To provide an engaging, personalised, relevant and challenging curriculum which provides meaningful progression and transitions to the next stages of learning and life. This will mean offering post-16 opportunities, whenever appropriate, to those who would benefit.

To exist as a beacon for learning that promotes a sense of belonging, ambition and pride. A safe and happy community which values the voice of pupils and contribution of all.



1.3. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

1.3.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

2. Legislation And Guidance

2.1. This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. This defines an individual as disabled if they have a physical or mental impairment that has a "substantial" and "long term" adverse effect on their ability to undertake normal day to day activities.

2.2. Under the Special Educational Needs and Disability (SEND) Code of Practice, "long term" is defined as a year or more and "substantial" is defined as more than minor or trivial. The definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3. We are required to make "reasonable adjustments" for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements



4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Links With Other Policies

5.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Ensure the school has conversation stations around the school that are accessible for all levels of conversation ability.	<p>PECs symbols</p> <p>Ipad use accessibility settings.</p>	To ensure the talk stations around school are all accessible to both readers and nonreaders at a level that they understand and can use independently.	<p>Purchase Picture News.</p> <p>Build talk stations and change materials weekly.</p> <p>Monitor use of communication station throughout the year.</p>	VW	July 2024	All children will have access to communication aids as part of understanding the wider curriculum.
Improve and maintain access to the physical environment	<p>Corridor Width</p> <p>Disabled toilets and changing facilities</p>	To ensure the outside areas are all accessible at Abbey	Check over the year key entrance areas are cleared of debris during the year at key seasonal times.	KB	Throughout school year	Entrance will be clear from seasonal debris and all areas into school accessible for all.
	<p>All entrances are clearly marked to ensure visitors know where to locate areas of the school.</p>	To ensure there are sufficient car parking spaces as the staffing increases	Monitor car parking for inappropriate public use and identify the	JN	Throughout school year	Car park will remain safe and used only by Abbey staff and visitors keeping



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
		including disabled marked bays. Ensure that the pathway down into the school grounds is accessible to wheelchairs to ensure families can all participate in school enrichment.	disabled spaces. Check for natural debris that blocks the pathway to the park entrance to ensure wheelchairs and those with physical have a clear route through.	KB	Throughout school year	designated disabled spaces for appropriate use. Disabled families will be part of the enrichment activities based within the larger school grounds and have a direct route through school as all other families do.
Improve the delivery of information to pupils with a disability	e.g. Our school uses a range of communication methods to ensure that information is accessible. This includes: Internal signage	To ensure families have continued access to an online messaging tool.	Review use of Seesaw to ensure families are accessing it with ease and those with reading challenges are supported.	RY	Reviewed annually	All families will have access to class teams and SLT in a format that best suits their needs.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
	Large print Pictorial or symbolic representations Video messaging					
Access to school buildings for pupils with a visual impairment	walkways clear and trip hazards to a minimum such as using drain covers to prevent tripping Ensure all drain covers are in situ to prevent tripping	To give access to all areas of the building	To refresh Apparatus and equipment to have clear contrast to support distinguishing floor surface from equipment	KB	Aug 2024	



Access to school buildings for pupils with a visual impairment

Stepped access in school have handrails and high contrast nosing present. This continues outdoors for any stepped areas. Threshold changes when leaving the classroom has appropriately high contrast strips

To give access to all areas of the building

. Steps to ELSA room may need contrast nosing reapplied

KB

Aug 2024