Our Vision:
Supporting each and every student to be the best that they can be and enabling them to become valued and valuable members of society

Accessibility Plan and Policy

Approved by:	Headteacher	**Date:**	14th May 2021
Last reviewed on:	May 2021		
Next review due by:	May 2023		

Contents

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum.

- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.

- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

*Please see The Abbey School Equality Policy for our equality and inclusion values

The plan will be made available on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work closely with Surrey County Council for planning and adapting the school provision in line with current and future needs.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff, governors and external advisors from the Local Authority.

2. Legislation and guidance

This document 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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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 definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum, for example: social stories, schedules, prompts, visuals (Widgit). The school supports students with their physical, sensory and communication needs to enable them to access the curriculum, e.g. magnifiers, laptops, enlarged keyboards, specialist seating, sensory breaks/areas, emotional support. Curriculum resources include examples of people with disabilities (PSHE, PE, Careers)	Work with SaLT, OT, Physio, VI and HI representatives to develop existing resources and introduce new opportunities. To increase the range of examples of people with disabilities across the curriculum (especially in reference to future careers)	Explore new courses & qualifications. To review yearly progress and attainment. Staff training from SaLT/OT/Physio to meet changing needs of students. All new parts of the building to have sensory breakout areas (school expansion)	SENCO AHT for Teaching & Learning		Further qualifications added to current offer.

	Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs – students are fully involved in setting and reviewing targets (target cards). The curriculum is reviewed to ensure it meets the needs of all students. Our school engages with activities and opportunities specifically designed for children with disabilities, and opens the offer to involve all students, e.g. sports wheelchairs, trikes, mountain trike. Students with disabilities contribute to student voice.	To increase use of specialist equipment in practical subjects.	Consideration of additional assistive technology (e.g. software)			
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required: • Ramps around the school including school field • Disabled parking bays	To adapt the environment to meet the needs of students as the school expands.	Chief Operations officer to work closely with SEND team and SBM evaluating need and additional provision	SENCO School Business Manager (SBM)	Ongoing	All students who join The Abbey will be able to access all areas within the school.

	• Disabled toilets and changing facilities • Showering and intimate care area (KS3 disabled toilet and girl's toilet in Annexe) • Library shelves at wheelchair-accessible height • Workstations in Food Technology at wheelchair accessible height. • Benches and other outside furniture which is accessible to children with disabilities. • Electronic doors at building entrances • Individual changing areas for PE. • Adjustable desks in some classrooms • Directional signage on flooring	Science room to have workstations accessible to children with disabilities To provide a pathway onto/around the school field which is accessible to students with disabilities. Increase the number of electronic doors (including external doors to classrooms)	for the school expansion. Under plans for the school expansion, all parts of the building will be designed to be accessible to students with mobility difficulties.			All parents/carers with disabilities will be able to access all areas of the school.

Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Large print resources • Seating plans to consider VI/HI/sensory needs • Technology including laptops, iPads, visualizers, software – immersive reader, hearing loops. • Access to readers, scribes and word processors as identified by need. Additional adult in classroom (TA) supports with adapting resources and ensuring students can access curriculum. Typical Abbey Lesson (TAL) boards in every lesson display structure of lesson and include visuals.	Increase amount of word processors available for students (to meet VI and communication needs) Interactive whiteboards in all classrooms Increase range of technology available Ensure staff are fully trained in how to use technology/resources Increase number of monitors around the school to display key information	Purchase of appropriate word processors to meet needs Work with computing lead to source new software Investigate possibility of installing PA system around school	SENCO	Ongoing	All classrooms furnished with IWBs. All students who need them to have word processors.

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy
- Special Educational Needs and Disability (SEND) Information Report
- Supporting students with medical conditions policy
- SEND Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None		N/A
Corridor access	Wide corridors to accommodate wheelchairs and number of students. Students keep to left side of corridor to ease congestion.	All new buildings to have wide corridors		N/A
Parking bays	Two allocated disabled parking bays at front of school.	A further space as school expands		N/A at this time. Constantly under review.
Entrances	Electronic doors on all main entrances.	To be included in new build expansion plans		N/A
Ramps	School site accessible with ramp access where necessary, including school field. Portable ramp for Art room.	Add additional ramps if required when school expands		N/A at this time.
Toilets	Two disability toilets	All new buildings to have disability accessible toilets		N/A

	Two main toilet areas. KS3 toilets include includes one disability cubicle.			
Reception area	Is sizeable and accessible.	N/A		N/A
Internal signage	All areas have clear directional signage. The signage is in large font for the visually impaired. Additional visuals where needed.	Regular monitoring/feedback from SaLT team		N/A
Emergency escape routes	All evacuation procedures are displayed in all buildings. Specific muster point for wheelchair users. Access to school field via ramp. Evacuation and fire plan have been ratified by the fire service and is reviewed yearly. 'Drag mat' for those students as specified on PEEP	Continued review and liaison with Fire Service.		N/A Review as needed.
Classroom access	Doorways	Internal and external doorways to be wide enough for all students including wheelchair users		Under review