

The Abbey School Accessibility Plan

Approved by Governors: January 2021

Coordinator: Leadership Team
Date of next review: January 2024

The Abbey School and the governing body recognise their duty under the Disability Discrimination Act 2001 (DDA) and the Special Educational Needs and Disability Act 2014:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- to publish an Accessibility Plan to be read alongside the document 'Access Facilities for Students with SENs' on the school website.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in published curriculums which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

This plan sets out the proposals of The Abbey School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled students can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- c) improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. When required they will seek additional funding for specific students to ensure best access to the curriculum and provision.

b) Improving the Physical environment

The school considers the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The School's Context

We are a Surrey County Council Secondary Special school for boys and girls aged between 11 to 16 years. The school currently comprises of two buildings all of one storey construction although there are a few internal steps.

The School's Aims are

- to embrace a partnership between the school and home
- that every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- that students will be helped, as far as possible and appropriate with regard to their SENs, to appreciate that they are members of the wider community in its richness and diversity
- that the curriculum provides a setting in which all students have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<u>Short Term</u>	Ensure parents/carers with visual disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	As required	The school reacts to the needs of both adults and students so that the curriculum is accessible.
	Ensure that parents/carers with EAL or with literacy difficulties are able to access information from school.	Inform parents that support is available for reading documentation that goes home and with completing paperwork.	Parents are able to understand all information and documentation that is sent home.	As required	
	Ensure the curriculum can be accessed by all students	Check that timetables and resources are not a barrier to any individual or group's access to the curriculum.	All students access all aspects of the curriculum.	Ongoing	
	Any redecorating work within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is sympathetic to the VI.	As required	
Ensure that students with physical disabilities are able to access all parts of the school as independently as possible, e.g. art room	Liaise with external agencies with regards to equipment available.	Portable ramp purchased to go over 'step' into Art Room (annexe)	Completed		
<u>Medium Term</u>	Within the levels of understanding of students with SENs to ensure the school develop students' awareness of disability.	Ensure there are some learning resources that show positive examples of people with disabilities in a positive light.	Books with appropriate reading age and teenage content are purchased for the library	Ongoing	
		When needed, provide written materials in alternative formats.	Format of documentation altered appropriately.	Ongoing	
		Invite people with disabilities in to school.		Ongoing	

		<p>Use opportunities to show people with disabilities in a positive light</p> <p>School actively participates with Surrey Special School Sports Association; interschool special needs sports events and uses Surrey Sports Park</p>	<p>PAT dog and handler frequently visit the school</p> <p>Opportunities in assemblies.</p> <p>Students participate in a wide range of sporting activities which promote equality</p>	Ongoing	
<u>Long Term</u>	Any future plans for further development of the building take DDA issues in to account.	<p>Work with LA and architects when planning modernisations.</p> <p>Work to be undertaken for whole school development (school expansion)</p>	Where it can be reasonably achieved, the school building continues to be accessible for all.	As required	Works to commence????