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Abbey Woods Academy Accessibility Plan

Date: September 2021

Purpose

This Accessibility Plan is designed to ensure that Abbey Woods Academy complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the school

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

**The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.*

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Education Director will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	Yes – no issues			
1.2 Are there high expectations of all pupils and staff?	Yes – no issues			
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	Yes – no issues			
1.4 Are pupils equally valued?	Yes – no issues			
1.5 Do staff seek to remove all barriers to learning and participation?	Yes – no issues			
1.6 Are lessons made accessible to all students?	Yes – no issues			
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?	Yes – no issues			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes –no issues		Clicker training for writing activities for pupils in Year 3 and Year 4. Dysphagia training for EYFS team, HSLW, SENCO/Inclusion lead and HT.	Yes
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	If necessary		Ongoing training opportunities e.g. manual handling training, hoist training, physiotherapy training, occupational therapy training (standing frame and exercises). Follow advice from Physical Disability Team. Pupils in EYFS, Year 3 and Year 4.	Yes
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	If necessary		Follow advice from Physical Disability Team in EYFS, Year 3 and Year 4.	Yes
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	Yes – no issues			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	No current issues			
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	Yes – no issues			
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	Yes – no issues			
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes – no issues			
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes – no issues			
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	No current issues			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
4. The physical environment <i>Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	Some doorways are narrow, some classrooms have steps which may act as a barrier for pupils and adults who use wheelchairs		Physical environment	Yes
4.2 Are toilet facilities and showers accessible to wheelchair users?	1 disabled access toilet in school		No showering facilities in school	
4.3 Are there safe pathways of travel around the school site and parking arrangements?	The school is all on one level. There is a disabled parking bay		Some paths are uneven	
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	No issues			
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	No issues			

4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	Yes – no issues			
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	Yes – physical limitations of the school building		All of the classrooms have poor acoustics due to the amount of glass. Blow heaters are noisy.	
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	Some		Changes to be made if required	
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	No		Changes to be made if required	

Appendix 2: Accessibility Plan template

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: Increase access to the curriculum for pupils with a disability	
Current Good Practice	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils
Objectives	To ensure we continue to provide an appropriate curriculum for any children we have with disabilities
Actions to be taken	Ongoing monitoring of the inclusion file and curriculum Clicker training for teachers and TAs Manual handling training Hoist training Physiotherapy training Occupational therapy training (standing frame and exercises) Continue to follow advice from the Physical Disability Team for individual pupils
Person responsible	HT, DHT, SENDCo/Inclusion Lead
Date to complete actions by	Ongoing
Success criteria	All children are able to access the curriculum and reach the targets set for them.

Aim: Improve and maintain access to the physical environment	
Current Good Practice	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Book shelves at wheelchair-accessible height • Provision of work stations

Objectives	To ensure that we welcome any children with disabilities and work with families to ensure the environment is appropriate to their needs
Actions to be taken	As and when required Frame hoist and ceiling track relocation (Inclusion room) Ramp for Year 4 classroom
Person responsible	HT, DHT, SENDCo/Inclusion Lead
Date to complete actions by	Ongoing
Success criteria	Physical environment meets the needs of any children as and when required.

Aim: Improve the delivery of information to pupils with a disability	
Current Good Practice	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Makaton • Pictorial or symbolic representations • Seeking advice from OCC SENSS Physical Disability team
Objectives	To ensure that any child with a disability has access to information
Actions to be taken	As and when required
Person responsible	HT, DHT, SENDCo/Inclusion Lead
Date to complete actions by	Ongoing
Success criteria	Information is available to all children regardless of disability.