ABBEY VIEW SCHOOL

Policy: Accessibility Plan

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Approved by: Trustees

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1. Aims

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favorably for a reason related to their disability;

2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

3. to publish an Accessibility Plan showing how they plan to improve access progressively over time. The purpose of the plan is to:

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

A person is defined as having a disability by The Equality Act 2010 if they have: " a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

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

The plan will be made available online 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.

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 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.

> 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

At Abbey View, the inclusion of all our students is of the highest importance. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not

have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the school with medical conditions.
Abbey View is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life in our school and benefit from the learning experiences we provide Abbey View's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	All students with a disability have access to the Abbey View curriculum and can make progress in line with their peers	Any additional needs are identified by the commissioning school and verified during initial induction Any additional resources purchased or lent by commissioning school. Any adaptions to teaching materials identified and all staff made aware Students baselined for reading during induction and intervention put in place, if required	Principal Deputy Principal/ SENDCO	Ongoing	Students with a disability make progress in line with their peers
	Increase confidence of staff in adapting curriculum to meet the needs of students with a disability	Training needs identified for specific students as part of induction. Training disseminated to staff	Deputy Principal/ SENDCO	Ongoing as required	

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The school is aware of the access needs of disabled students and they have access to the appropriate learning environments and facilities	Any access needs of students identified during induction. Accessibility plan and risk assessment to be put on place if required.	Principal Deputy Principal/ SENDCO Assistant Principal/ Health and Safety	As required	All students with a disability have access to the school environment to ensure they can access the curriculum and learning
	Layout of school to allow access for all pupils and parents to access events	All events to have capacity for ground floor only if required. I.e. staff move to the ground floor for parents evening	All staff	As required	All parents and students with disabilities can access in school events
	Ensure that disabled pupils have access to appropriate toilet and bathroom facilities	Induction to include arrangements for use of disabled toilet facility	Principal Deputy Principal/ SENDCO Assistant Principal/ Health and Safety	As required	Disabled pupils have access to toilet and bathroom facilities
	Disabled access to the building for students and visitors is maintained and sign posted	Access signage checked Access ramp checked for debris and vegetation	Assistant Principal/ Health and Safety	On going	Disabled students and visitors have access to the building

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Hearing impaired pupils have access to portable induction loops	Purchase (or borrow from commissioning school) portable appliances and provide staff with training in how to use them.	Principal Deputy Principal/ SENDCO	As required	Hearing impaired pupils have access to the full curriculum and are supported with their learning.

4. Monitoring arrangements

Abbey View's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

5. Links with other policies

This assessment policy is linked to:

- AV SEND Policy