The Abbey School

A Business and Enterprise Academy

The Accessibility Policy

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Reviewed on: June 2016

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Review date: June 2017

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General Statement

In keeping with our inclusive ethos, the Staff and Governors take their responsibility towards inclusion seriously. Inclusion is an ongoing process, which celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any student and the maximising of resources to reduce these barriers. This will be irrespective of age, ability, gender, ethnicity, language, faith, sexual orientation and social background or any other protected characteristics as defined under the Equality Act 2010.

Definition

A person has a disability if she/he has a physical or mental impairment that has substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have long-term and substantial effect on their everyday lives. The school is required to make reasonable adjustments in order to meet the needs of whole school community generally, not just those of particular individuals.

Aims

As an inclusive Community School we are committed to equality of opportunity in every aspect of the life of all students, parents/carers, staff and governors. We are committed to challenging discrimination against any Individual or group, ensuring equality of access and preparing students for life in a diverse society. We will systematically assess, evaluate and regularly review the impact of our School accessibility plans on the life, attitudes and achievements of all groups and individuals in the school community. Awareness of their individual learning plan and improve this process. We will strive to increase access to the curriculum; the physical environment; the provision of information and to increase participation for students with disabilities when appropriate.

Objectives

- To increase the extent to which all students can participate in the School Curriculum

- To produce and review alongside this policy an accessibility plan which is annexed to this policy for review and marked Annexe 1

- To improve the physical environment of the school to increase the extent to which all students can take advantage of the educational and extra-curricular activities

- To provide information in different forms, as required, in order that it is in a format that best suits their needs

- Make reasonable adjustments to the timetable and re-rooming to allow ground floor access

- Provision of additional support whether physical or technological where necessary, for example to allow participation in school trips

- To increase the extent to which employment can be offered to those with disabilities

- To ensure that students who require special access arrangements or special consideration in examinations receive this without compromising the assessment of the skills, knowledge, understanding or competence being measured.

- To ensure that access and suitability requirements are a prime consideration in respect of any new Build or substantial improvement projects across the school

- Access Arrangements will help to reduce the effect of any disability or difficulty.

- Special Consideration is a post-assessment/post examination allowance to reflect temporary illness, injury or indisposition that occurred at the time of any exam/assessment.
- To enable all visitors to have equality of access to the ground floor of the school buildings and assistance with communication if required.

- To exploit the potential of ICT and specialist equipment to improve access.

- To make use of the authority's advisory and support services as required.

- To implement the Disability Discrimination Act (DDA 1995).
- To implement the SEND 2014 Code of Practise.

- To abide by the provision of the Equality Act 2010.

- To challenge attitudinal barriers to people with disabilities.

Evaluating the Policy

We will know that the policy is working if:

- All students achieve their full potential and progress of all students who require assistance in accessing the standard curriculum is broadly similar to other groups.
- Attainment gaps between groups of students are reduced

- There are equal levels of satisfaction with the school's overall performance from all parents/carers of students
- A diverse curriculum is provided enabling all students to participate and make progress

- All ground floor classrooms can be accessed by everyone
- There are no disparities in rates of exclusion across different student groups

- Everyone within the School community has access to the communication of learning and information so that no-one is disadvantaged
- The school is respected for its commitment and effectiveness of its Inclusion Policy

- Those within the community feel equally valued and are able to contribute fully to all aspects of the School.

Monitoring

Use of feedback from students with a disability (when the school has students registered as such on roll) and also their parents/carers to assess the impact of policies, procedures, functions and practices and improve these when necessary. The Resources Committee will be responsible for the review of the policy.

This policy also links to:
- Inclusion Policy

- Equality and Diversity Policy

- Health & Safety Policy

- Admissions Policy

Annex 1

Accessibility Plan

Accessibility Plan from June 2016 up to the New Build

Targets	Strategies	Outcome	Time-frame	Achievements
PREMISES Ensure that accessibility and inclusion needs inform any adaptations and refurbishment/ Improvement plans	Items discussed at the relevant School and Governor committees. Integrated into SIP	Built into planning cycle. In new SIP	Ongoing – Identified in 3 years Premises Plan	Awareness raised and plan adopted
Ensure that the ramp is easily available to ensure that ground floor areas in A, B, C & S blocks are accessible to all	Appropriate staff to be aware of location and procedure for use of the ramp	Ramp to be ready to be put in place quickly when required	Ongoing	Access to all B, C ground floor areas and parts of A & S blocks possible
Disabled visitors/users of current site will be provided with support within constraints of current resources	To plan for assisting those who have special requirements	To enhance the experience of users of the site	Ongoing	Allow access to facilities/events
To improve signage for disabled access	Signs on entrances clearly visible	To enhance the experience of users of the site	Review annually	Signage in place
C Block Replacement as a wing off of B block will include a lift thereby making the new C Block DDA Compliant.	Included in Design and build and planning proposals	To enable circa 40 % of curriculum space to ultimately be DDA accessible via the lift	Ongoing	Planning Design and build tender Funding allocated Awaiting allocation date for funding

Targets	Strategies	Outcome	Time-frame	Achievements
CURRICULUM Annual audit of teaching materials to ensure that any needs of disabled students are met if possible	Scrutinise data on existing students and plan appropriately	Meet, as far as is practicable, the needs of any students with special requirements	Ongoing	Students needs identified and met
Adapt timetables of students with temporary mobility problems or other disabilities	Needs analysis to be undertaken. Contact Advisory Service as needed	Plans quickly in place to support student learning and access to curriculum	The date that the student starts/resumes education. To be monitored by HoY.	Minimum disruption to a student's education and maximum possible access
Improve accessibility to the curriculum areas	Review existing position	Report detailing any improvements required	Ongoing – Identified in 3 years Premises Plan	Problems of accessibility identified
Prepare for any student arriving requiring any adaptation/support	Scrutinise data on transferring students and plan appropriately	AENCO/HoY 7 attends Y6 reviews and plans as to how to meet needs are identified	July for Year 6 & Year 12. Ongoing for casual admissions.	Plan produced detailing any special requirements for new students as part of individual learning plan
Prepare for any student arriving requiring any adaptation/support	Seek support from DDA adviser for specific needs of new students	Needs analysis/risk assessments undertaken	July for Year 6 & Year 12. Ongoing for casual admissions.	Adaptations made from recommendations with building limitations