



# Abbey College Ramsey

## Accessibility Plan

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## **1. INTRODUCTION**

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### **1.1**

This plan is to address the statutory requirements of the Equality Act 2010 and to further the aims of the vision statement by 'continuing to improve all aspects of the physical environment of Abbey College site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by College'.

### **DEFINITION OF DISABILITY**

### **1.2**

'A person has a disability 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 carry out normal day to day activities'.

## **2. PLAN OBJECTIVE**

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To create an environment which enables disabled students to participate fully in the College community by identifying and eliminating barriers that prevent this.

## **3. SCOPE**

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This plan is in place to:

- Enable full access to all teaching and learning opportunities for all those in the school community with disabilities, by supporting the provision of specialised equipment to support Teaching and Learning for key students.
- monitor curriculum changes and physical access needs to ensure they remain robust.
- ensure all stakeholders have full access to key information whether electronically or in paper format.

## **4. EQUALITY ACT 2010**

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4.1 The Act makes it unlawful for the responsible body of Abbey College to discriminate against, harass, or victimise a student or potential student in:

- relation to admissions
- the way it provides education for its students
- the way it provides students access to any benefit, facility or service
- excluding a student, or subjecting them to any other detriment.

4.2 The nine protected characteristics are:

- Sex
- Age
- Marriage and civil partnership
- Race
- Disability
- Religion or belief

- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

## **5. IMPLEMENTATION OF THE PLAN**

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5.1 When performing their duties all Abbey College Staff and Governors will have regard to the SEND Code of Practice (2015) and Equality Act (2010).

5.2 Compliance with the requirements of the Equality Act (2010) is central to all Abbey College policies and procedures.

5.3 Every student is entitled to the best education they can receive regardless of any disability they might have.

5.4 Any student attending Abbey College will have access to all available opportunities including extra-curricular activities, events and College trips.

5.5 Abbey College provides all students with a broad and balanced curriculum in order to meet individual learning requirements.

5.6 Abbey College recognises and values parents' and carers' understanding of their child's disability and will work closely with them in order to ensure the child can have access to maximum opportunities within the College.

5.7 Abbey College recognises parents', carers' and the child's right to confidentiality.

## 6. ACCESS TO THE PHYSICAL ENVIRONMENT

	Targets	Actions	Timescale	Responsibility	Outcomes
1	To continue to improve the physical environment to enable better access for students with disability.	Review of furnishings, classroom layouts and timetables to ensure full access for all.  Review access into classrooms and via fire exits.	Annually	SEND CO Health and Safety Site	All students can access all areas of the school, a full timetable and appropriate teaching spaces.  Review completed July 2022 to ensure wheelchair access to learning spaces.
2	Review, maintain and service all Equality Act installations.	Daily checks of automated doors and ramps around site.  Hoists to be checked daily and serviced every six months.	Daily site checks  half yearly	Site manager  Site manager External contract	All Equality Act installations are working effectively and enabling access.  Equipment is certified and in good working order with evidence of daily checking and service history.
3	Abbey College is aware of the access needs of disabled children, staff, parent/carers and visitors to the site.	Each student that is physically disabled has a Personal Emergency Evacuation Plan (PEEP) that is updated yearly, or sooner if a change occurs in their condition/disability.  Undertake confidential survey of all staff to ascertain access needs.  Amend any existing questionnaires (student, parent/carer or staff) to ascertain access needs and to identify whether these needs are being met.	At least Annually  As recruited  As required	SEND CO  Human Resources  Admin Support	All PEEPs in place for disabled students and key staff are aware of all students' access needs. Student PEEP's issued July 2022 for September 2022.  Ensure the access needs of all adults regularly on site are met  All stakeholders able to access fully all Academy activities.
4	All Abbey College staff are trained on access issues	Provide up to date information and training on disability equality for all staff.	Annually	Head Teacher	Raised confidence of staff and governors in commitment to meet access needs.

5	Improve signage and visibility for visually impaired people around the site.	Site survey to establish coverage of external lighting Replace external lighting that is insufficient  Replace lightbulbs urgently when blown.  Ensure signage is clear and appropriate	Ongoing  Ongoing  ongoing	Caretaker/Site Manager  Caretaker/ Site Manager	Visually impaired people feel safe in the grounds, they are attending events.  Access around the site is easier and safer for all.
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
6	Ensure all paths, ramps and communal areas are free of foliage, overgrowth and fallen leaves.	Site team to complete weekly checks to ensure the site is free of obstructions.	Weekly Check	Site Manager	Students have free and easy access of all paths and communal areas.
7	Ensure that all students and visitors with a disability can be safely evacuated	Put in place PEEPs for all disabled students.  Review evacuation Procedures to ensure all staff are aware of their responsibilities.	Annually  Annually	SEND CO  Site Manager	All disabled students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary). PEEP's issued July 2022 for September 2022.  Update as required following review to ensure an efficient evacuation.
8	Provide appropriate and sufficient parking for students and visitors with disability	Review car park layout and markings.	Annual	Site Manager	Sufficient parking for disability vehicles with appropriate access to all students and visitors.
9	Ensure all Fire Escape routes are suitable for all students, staff and visitors	Annual Fire Risk Assessments to ensure safe evacuation of students, staff and visitors from all areas of the site.	Annual	Site Manager	All staff, students and visitors (including disabled) able to have safe independent escape in emergency situations. Ongoing work improvements Ensure all College staff are aware of their responsibilities.
10	Ensure easy access to disabled toilets across the site.	Daily review	Daily	Site Manager/ Cleaning staff/ caretakers.	Disabled toilet access available throughout College. Disabled toilets were updated to provide wash/dry facilities in August 2022.
11	Ensure that the edges of all steps in the Academy are visible	Paint and maintain the paint on edges of each step.	Ongoing	Site Manager	All steps are visible to all members of the College. Implementing an ongoing plan of action to check 6 monthly

## ACCESS TO THE CURRICULUM

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Ensure all Teaching Assistants (TA) have continued specific training on appropriate disability issues	<p>Use staff audit to identify TA needs relating to disability issues.</p> <p>Alert TAs to student/s new to the school with an identified disability</p> <p>Arrange appropriate training for TAs.</p>	As necessary, but at least Annually	SENDCO	Raised level of awareness of students with disability ensuring curriculum suits students' requirements. Students access full curriculum in line with peers.
2	Ensure all staff are aware of disabled students' curriculum access	<p>All disabled students have a PEEP (to be reviewed annually).</p> <p>Training for all staff on specific curriculum requirements for disabled students.</p>	Annually	SENDCO	All staff aware of individual students' access needs. All staff informed of requirement on a regular basis. PEEP's issued July 2022 for September 2022.
3	Increase confidence of teaching (and support) staff in differentiating the curriculum	<p>Training on differentiation to be given to all staff.</p> <p>Training on 4 broad areas of need and strategies to use in the classroom.</p> <p>Audit staff training needs on curriculum access.</p>	Annual CPD, fortnightly SEND briefings.	SENDCO	Raised confidence of staff in use of differentiated techniques, enabling increased student participation. Improved staff understanding of potential barriers to learning.
4	Ensure all staff are aware of and able to use relevant software and resources	<p>Audit SENDCO resources and analyse for relevance</p> <p>Run training sessions on use of relevant software.</p>	Ongoing	SENDCO	Wider use of SENDCO resources in mainstream classes and throughout the college.
5	Enable disabled students to have full access to extra-curricular activities and Academy trips	<p>Discussion with lead staff of extra-curricular activities, trips and residential visits.</p> <p>Identify potential areas of difficulty</p> <p>Organise additional activities for disabled students.</p> <p>Develop guidance for staff on making trips and activities fully accessible.</p>	Ongoing and reviewed as trips and extra-curricular activities arise.	SENDCO Assistant Head teacher	All students in Abbey College are able to access all activities and receive full educational entitlement.

6	Review all curriculum areas to include disability issues	<p>Include specific reference to disability equality in all curriculum reviews.</p> <p>Make all staff aware of disability equality through staff training.</p>	Ongoing	Assistant Head teacher SENDCO	All students are aware of the challenges and equality related to disability.
7	Continue to review PE curriculum to ensure students with a disability continue to have access to physical education	<p>Ensure there is PE provision within the college.</p> <p>Use of TA to deliver physiotherapy as part of the PE curriculum</p>	Ongoing	Lead Learner PE SENDCO TAs	All students able to access physical activities.

## 7. IMPROVING ACCESS TO INFORMATION

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Review information shared with parents and carers to ensure it is accessible	<p>Ask parents and carers about access needs when student is admitted to Academy and review regularly.</p> <p>Ensure all letters home are accessible in line with SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) guidelines.</p> <p>Produce information in a format which can be accessed by all.</p> <p>Ensure all letters inviting parents to the academy contain the generic disability / access statement.</p>	Ongoing	Deputy Headteacher SENDCO SLT	All parents and carers receive information from Abbey College in a format they can access.
2	Provide written information to students in an appropriate format.	<p>Continue to develop methods of presenting information for visually impaired students when they are admitted to the Academy, in discussion with parents and carers.</p> <p>To encourage dyslexia-friendly classrooms</p>	Ongoing - reviewed annually	SENDCO Middle Leaders	All students can access written information appropriately.



		Information is presented at the right readability level.			
3	Ensure all staff are aware of guidance on accessible formats	Ensure training for all staff on accessible formats.	Annually	SENDCO Progress Leaders	All staff aware of student, parents and carers preferred methods of communication.
4	Include discussion of access to information in all annual reviews of SEND needs	Ensure preferred method of communication is used.  Develop strategies through EHCP.  Deliver strategies to all staff through training.	Annually	SENDCO	To ensure all students can access the curriculum.  To ensure all staff are aware of the relevant strategies and how to implement them.
5	Produce accessibility information to increase support for parents and carers of disabled students	Establish with parents and carers a SEND information point of contact	Review Annually	SENDCO Assistant to the SENDCO	To ensure all parents and carers are aware of how the Academy will ensure full accessibility within the Academy.

## 9. PARENTAL GUIDANCE

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- 9.1 Academies must not discriminate against disabled students for a reason relating to their disability. They should promote the inclusion of disabled students in their admission arrangements and in all aspects of College life.

### **Accessibility Plans and 'Reasonable Adjustments'**

Academies will vary widely in how accessible they are to individual disabled students. Parents and carers should check what improvements have been made and what is being planned when considering which Academy they would like their child to attend.

Every Academy must have an Accessibility Plan which shows how they intend to improve accessibility for disabled students. The plan will be published on the school website. It will outline how the Academy will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

Academies can also increase access for individual students by making 'reasonable adjustments'. These can be simple changes for instance, making sure lessons are on the ground floor if one of the students uses a wheelchair and the Academy does not have a lift.

They may also be able to offer assistance during assessments or exams, so that students are assessed fairly during their course.

You should always talk to the Academy to discuss what it can reasonably do to include your child.

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### **Improvements to the Physical Environment**

Changes to the physical environment that Abbey College could make to increase access might include:

- lighting and paint schemes to help visually impaired children
- lifts and ramps to help physically impaired children
- carpeting and acoustic tiling of classrooms to help hearing impaired students

### **Improving the Way Information is Delivered to Disabled Students**

Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- in Braille
- in large print
- on audiotape

- using a symbol system

### **Increased Access to the Curriculum**

Adjustments that would help disabled students have better access to the curriculum might include:

- changes to teaching and learning arrangements
- classroom organisation
- timetabling
- support from other students

### **Assistive Technology**

Technology suited to your child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that could help include:

- touch-screen computers
- easy-to-use keyboards
- interactive whiteboards
- text-to-speech software
- software that connects words with pictures or symbols

Some Academies may already have this kind of technology available, or may be planning to get it. Arrangements for distributing resources and funding for equipment vary throughout the UK. If your child has an Education and Health Care Plan (EHCP), the help on their plan must be provided. This may include special equipment.

### **Academy Transport**

The same basic rules apply to all children, but Local Authorities (LAs) can make a decision to provide transport on a case by case basis for a disabled child. Your LA will assess your child's needs when making a decision, taking into account your child's health and/or disability and their age. If your child is offered transport, the vehicle should have the relevant equipment to suit your child's needs - for example ramps or lifts.

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Most local councils also provide escorts on College transport if needed.

You may be able to get help with your own costs for taking your child to Abbey College. Your LA will be able to tell you if this is possible.

### **If Your Child Cannot Attend School for Medical Reasons**

If your child cannot attend the Academy because of health problems, your LA is responsible to help them to continue their education. This could be achieved through home schooling, for example.