Accessibility

Introduction

The Disability Discrimination Act places a duty upon schools to remove discrimination against pupils with disability in their access to education. It required them to make reasonable adjustments to their policies, procedures and practices to accommodate pupils with disability more fully in school life.

The Governors wish to identify that Abbey College has measured its accessibility and considers it as "Good". It has developed a strategic plan to further improve this over the next 3 years. In particular it has audited the current accessibility, identified actions to reduce obstacles to access. Included future costs into financial planning commitments and set measurable goals and timescales.

School name: Abbey College

3-year period covered by the plan: December 2015- December 2018

Plan agreed: May 2016

Plan Review: To be reviewed annually, next review Spring 2017

Lead member of staff: Director of Operations

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

- I. not to treat disabled pupils less favourably 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 plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils 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.

The School's Context

http://www.teachernet.gov.uk/wholeschool/sen/schools/accessibility/accessibilityplanningproject/schools/

We are an Academy school for boys and girls age range 11yrs to 16+. The school comprises many buildings covering a very large site, all buildings are of one or two storey construction and were built between 1953 and 2004. There are older buildings on site but these are no longer accessed by students.

The School's Aims

- To offer a traditional broad and balanced curriculum with provision for careers education and guidance at Key Stage 3 and a wide range of qualification availability at Key Stage 4.
- To ensure that all students with additional needs are supported so that they make accelerated progress
- To ensure that all students experience happiness whilst being challenged to meet goals and achieve their dreams, coupled with celebration, reflection and tradition.
- To encourage all students to pursue the values of Aspiration, Collaboration, Courage, Resilience and Reflection
- To offer a Whole Learning Package where students develop their skills, attitudes, understanding, adaptability and social skills so that they have lively enquiring minds and can make a positive contribution to the adult world.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Governors
- Head Master
- SENCO
- Director of Operations

1. Planning

IA: The purpose and direction of the school's plan: vision and values

The aim of Abbey College is to increase the extent to which disabled students can participate in the Academy curriculum. We acknowledge that the nature of the site and the age of some of its buildings have physical characteristics that make access for the disabled difficult and this makes total compliance by the academy impracticable. However we intend to allow students a full participation in our curriculum and provide facilities, services and staff that meet the needs of students, staff and where possible parents with physical disabilities. The following plan outlines what measures the Academy is taking to improve access for all students.

IB: Information from pupil data and school audit

Current Students		Current Staff		Learning Support	
2	Vision Impairment	ı	Vision Impairment	89	Accessing Curriculum
5	Hearing Impairment	0	Hearing Impairment	13	Low Reading Ability
I	Physical Impairment	2	Physical Impairment		

In addition, we have on average 3 students per day who have temporary physical disability. e.g. sprained ankles and use of crutches.

Student Intake expected September 2016

- I Wheelchair bound
- I Severe visual impairment

Additional issues identified regarding parents accessing school

Wheelchair bound Physical impairment Hearing impairment Vision impairment Mental impairment Low reading ability

IC: Views of those consulted during the development of the plan

For students with a Statement of SEN or those on School Action Plus of the SEN Register, the views and aspirations of disabled students are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the student's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

In addition new intake students have visited the site along with parents and Cambs CC Healthcare team and identified actions required to support individual students.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Governors have assessed the school access plan to enhance teaching and learning opportunities exist for all those in the school community with disabilities.

See annex I

Consideration has been made of whole-school ways of increasing participation in activities such as after-school interact clubs and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges. Learning Support have an action plan for each recognised student and identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT and specialised software contribute to, and enhance learning opportunities. Learning support operate a specialised intervention program specifically designed around recognised students which includes flexible or shared timetabling, nurture groups, counselling provision and access to therapy. They specifically target first day absence, enhanced attendance and participation.

Consideration has also been made of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success and specific application of the SEN Code of Practice has improved pupil attainment. In 2015 the school restructured its Learning Support and Behavioural organisation and provision to improve communication, deliver key intervention programs, liaise better with external agencies ensure the staff have the right skills and training to enhance pupils' access to the curriculum.

Students have good physical access to participate in all areas of the curriculum except for Business studies.

Governors actions to improve access to Teaching and Learning are:

Supporting the investigation of provision of specialised equipment to support Teaching and Learning for key students; and to monitor curriculum changes and physical access needs to ensure they remain robust.

Also to monitor physical access requirements to business studies over next 3 years, investigate access options and ensure mitigation plans are in place.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The Governing body are acutely aware of the extensive nature and many entrances to the site. They have considered all areas of the physical environment such as: access via doors, stairs, toilet facilities, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.

See Annex 2.

There is provision of disabled parking and easy ramped access to all buildings and facilities. There are a number of stair lifts in key places and plans are in place to support key student disabilities. Disabled students have good access to technology, software and assistive technology to support Teaching and Learning, Exams and Learning Support.

Opportunities exist to improve the acoustic environment that might include installation of hearing loop systems to Reception and key classrooms. As well as the signage and floor marking for visually impaired students.

There is ample storage areas for wheelchairs and other mobility devices; and specialised hoist equipment is scheduled to be introduced in 2016.

There is good access to external areas, eating areas, playgrounds and sports areas.

Governors actions to improve physical access to the Academy are:

Governors are investigating additional disabled parking bays, the addition of further ramped access or stair lifts, the introduction of a hearing loop for reception and markings to floors and walls for the visually impaired.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The Governors are keen to support and increase access to information for those with disabilities. Actions undertaken include the website being updated to make in more friendly for mobile devices with assistive technology. Information readers being made available to students for exams and lessons. Technology provided to recognised students to support reading, writing and information delivery. Published materials can be created in large print by request.

See Annex 3.

Learning Support staff are considering 2^{nd} language courses to support Polish students who do not have English as their first language. A Polish speaking tutor is also available for students and to support Polish parents.

Learning Support also put specific programs in place for each recognised student to ensure the support can be tailored and provided to enhance the student experience.

Governors actions to improve information provision to disabled students are:

Monitoring that Learning Support create individual student plans and identify technology support needs for every recognised student. Investigating the provision of enhanced website options for visually impaired users and ensuring the Academy develop large print options for key materials if requested.

http://www.teachernet.gov.uk/wholeschool/sen/schools/accessibility/accessibilityplanningproject/schools/

3: Making it happen

3A: Management, coordination and implementation

- The planning process
 - o Initial assessment conducted Autumn 2015
 - o Actions to be investigated and implemented as necessary
 - o Review to be conducted annually
- Coordination
 - o Governance Learner Environment / Learner Engagement Committee
 - Operational Director of Operations
- Other policies and plans
 - SEN Policies
- Implementation
 - o Site Lead / SENCO / SLT

3B: Getting hold of the school's plan

Accessibility plan will be available on the website.

Paper copy and larger print versions can be made available by request.

ANNEX I Accessing School Curriculum Assessment

Accessing School Curriculum				
Physical Disability Evaluation Action				
	There are individual plans for all students with physical disability through Learning Support			
	There is disabled access throughout the site allowing access to all curriculum areas.			
	There is disabled access to every building			
	Students have access to at least one classroom in every subject area except business studies.	Investigating access needs for business studies; alternative computer suites can be made available if required.		

Accessing School Curriculum				
Vision Impairment	Evaluation	Action		
	There are individual plans for all students with vision impairment through Learning Support			
	Computers have assistive technology built in that supports large print, magnification, inverted text and limited speaking software	Investigate specialist equipment to support low vision students		
	Pen readers are available through Exams and Learning Support			
	Reading software is made available through Learning Support	Investigate specialist software to support low vision students		

Accessing School Curriculum				
Hearing Impairment	Action			
	There are individual plans for all students with hearing impairment through Learning Support			
	Computers have assistive technology built in that supports headphones, volume increase and limited speaking software	Investigate specialist equipment to support hearing impaired students		

Accessing School Curriculum				
Learning Support recognised students	Evaluation	Action		
	There are individual plans for all students identified with Learning Support			
	Students are supported into Morning and after school clubs			

ANNEX 2 Accessing the Physical Environment Assessment

Physical Environment				
Physical Disability	Evaluation	Action		
Disabled Parking	I Space allocated by Reception	Additional spaces to be developed as required		
Access to Buildings	There is disabled access to core services inc. Toilets, Canteen, Assemblies, Learning Support, Computer suites, Changing rooms, Cafe6			
	Main Reception - Ramp, Electric door, low & high level desk	Electric door under repair, staff training on assisting disabled people		
	South Hall - Level access, self closing doors.			
	South Canteen - Level access, self closing doors.			
	South Gym - Level access, self closing doors.			
	Hereward - Maths - Level access and through route, self closing doors, some exits have steps. Disabled toilets. No disabled access to upper floors	Investigate ramps to all exits; investigate stairlifts		
	Jones- Art / DT - Level access, self closing doors. No access to upper floors	Investigate stairlift		
	Oswald- English - Level access and through route, self closing doors, some exits have steps	Investigate ramps to all exits		
	Frank Burton - Drama / Music - level access, self closing doors	<u> </u>		
	Cromwell - First aid, Business / ICT, level access to FA, no classrooms downstairs	Investigate stairlift		
	Ailwyn - Science - level access to all rooms, some steps to fire exits	Investigate ramps to all exits		
	Millennium - Humanities - level access, lift (working, but currently unserviced)	Investigate lift servicing needs		
	Mary Barnes - Faith / Ethics - level access to all rooms			
	North - DT - external level access, internal stairs	Investigate stairlift		
	North - Science - level access to most rooms and stair lift to one exit			
	North - Hall - level access			
	Garden Block - 6th Form - level access to ground floor. No disabled access to upper floors	Investigate stairlift		
	Café 6 - steps with stair lift to access			

Access to Disabled Toilets	Hereward - Ground floor disabled toilets	Planned addition of hoist for 09/2016
	Frank Burton - Ground floor disabled toilets	
	Ailwyn - Ground floor disabled toilets	
	Cromwell - Ground floor disabled toilets	
	North - Science - Ground floor disabled toilets	
	Millenium - Ground floor disabled toilets	
	Mary Barnes - Ground floor disabled toilet	
	Garden Block - Ground floor disabled toilet	

	Physical Environment				
Vision Impairment	Evaluation	Action			
	Low vision students are assisted by Learning Support				
	Large print signs in some areas	Investigate extending large signage use			
	Braille use on some signage	Investigate extending braille use on fixed signs			
	There are no markings on floor to assist orientation, direction and travel	Investigate deploying floor markings to key buildings and areas			

Physical Environment				
Hearing Impairment	Evaluation	Action		
	There are no FM, Infrared or Induction Loops	Investigate induction loops for reception and key classrooms as required		

ANNEX 3 Improving Written Communication Assessment

Improving written communication

Physical Disability	Evaluation	Action
	Learning Support plans in place for each	
Support	Learning Support recognised student	Develop plans
	Assistive technology in place for each	
Technology	Learning Support recognised student	Identify technology needs

Improving written communication				
Vision Impairment	Evaluation	Action		
Support	Learning Support plans in place for each Learning Support recognised student	Develop plans		
Technology	Assistive technology in place for each Learning Support recognised student	Identify technology needs		

Improving written communication				
Hearing Impairment	Evaluation	Action		
Support	Learning Support plans in place for each Learning Support recognised student	Develop plans		
Technology	Assistive technology in place for each Learning Support recognised student	Identify technology needs		