



# GEORGE ABBOT SCHOOL

<b>Policy Title:</b>	<b>Accessibility Plan</b>	
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<b>Date of most recent review:</b>		June 2024
<b>Date of next review:</b>		June 2026
<b>School Mission Statement:</b>		
Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Maximise the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Ensure that pupils in school are treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

It is a fundamental principle at George Abbot School that each student is of equal value. This underpins our determination to ensure vibrant and rich opportunities for every young person. Our school motto is ‘non sibi sed toti’ – ‘not for oneself but for all’ which sets the tone for the care, honesty and respect which are striking qualities of our school community.

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.

We are a founding member of the Learning Partners multi academy trust and work closely with several partner schools, not only within the trust but nationally and internationally.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including The Learning Partnership Estate Manager, the school Business Manager, Premises Manager, Head Teacher, and school council.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Haven provision allows students with SEMH/EBSNA needs to access school in a sensory appropriate and nurturing environment.</p> <p>Disabled access minibus.</p> <p>Risk assessments are carried out for all students with additional needs when they wish to attend trips and visits.</p>	<p>To ensure that pupils are equipped with the right tools to ensure they can access the curriculum effectively.</p> <p>To ensure that all pupils make appropriate progress and meet challenging targets set</p> <p>To ensure that an appropriately diverse curriculum is taught to ensure that the needs of all pupils are met</p> <p>To ensure access to extra-curricular activities and trips.</p> <p>To ensure all students (where feasibly possible) are able to attend trips and visits.</p>	<p>Assessments of pupil needs are made by SEND team to establish specialist equipment and pupil requirements.</p> <p>SEND team monitor progress and adjust required support and curriculums to ensure progress.</p> <p>Curriculum regularly reviewed to ensure pupil needs met.</p> <p>Students in the Haven have regular reviews.</p> <p>Disabled access minibus purchased.</p> <p>Risk assessments undertaken for individual students.</p>	<p>SENCo</p> <p>SEND team</p> <p>SLT/ SENCo</p> <p>PXH</p> <p>SENCo/HOY/ Trip Leader</p>	<p>Termly</p> <p>Termly</p> <p>SDP/ Annually</p> <p>August 2024 (Annual MOT)</p> <p>As required</p>	<p>All pupils are able to access the curriculum equally</p> <p>All pupils make appropriate progress and have suitable targets.</p> <p>Curriculum meets needs of pupils.</p> <p>Students can attend extra-curricular trips and activities.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Dedicated first aiders</li> <li>• First aid room</li> <li>• Specific vehicle drop off and collection points.</li> <li>• Visual markers around the school.</li> <li>• Disabled access minibus.</li> <li>• Alternative options are made available for students with sensory needs to access services in areas they feel unable to access physically.</li> <li>• Alternative spaces for eating lunch.</li> </ul> <p>Short-term arrangements are made for students returning to school from injury/illness, such as access to Student Support.</p>	<p>To ensure that all pupils have equal access to our facilities.</p> <p>To ensure that signs are developed to allow pupils to find way around site.</p> <p>To ensure appropriate timetabling in place to ensure pupils can access rooms best suited to their needs.</p> <p>Ensure students who need it are provided with training for accessible routes around the school site.</p> <p>Ensure appropriate plans are in place for pupils who require additional assistance during evacuations.</p> <p>Safe and phased returns as required for students recovering from injury or illness.</p>	<p>Regular audits of signage.</p> <p>Regular audits of equipment.</p> <p>Liaison with pastoral and SEND teams to adapt timetables as appropriate.</p> <p>Regular liaison with pupils, parents and professionals to provide appropriate training and support for those with specific needs.</p> <p>Write PEEPs and disseminate to relevant staff.</p> <p>Plans are created with students who have sensory needs to have access to food, etc.</p> <p>Liaison with staff and parents.</p>	<p>Site Team</p> <p>Site Team/ MCG</p> <p>KTO /HOY</p> <p>SENCo / HOY</p> <p>Medical Team</p> <p>SEND Team</p> <p>SENCo / HOY</p>	<p>Completed</p> <p>Completed</p> <p>As required</p> <p>As required</p> <p>As required</p> <p>As required</p> <p>As required</p>	<p>All pupils can access facilities equally with reasonable adjustments.</p> <p>Pupils feel safe and supported in school.</p> <p>All accessible premises adaptations in place e.g. ramps.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Specific plans for each individual student based on their needs.</li> </ul>	<p>To ensure that pupils are able to access information easily in school.</p>	<p>Signage around site to be improved and to include maps.</p> <p>Investment in ICT equipment (projectors, tablets, etc) as required.</p> <p>Teachers reminded to be mindful when preparing resources.</p>	<p>Site Team/ MCG</p> <p>Site Team/ICT team</p> <p>SEND team</p>	<p>completed</p> <p>Summer 2024</p> <p>Autumn Term</p>	<p>Pupils with range of disabilities are able to access curriculum through appropriate media.</p> <p>Signage installed and easily comprehensible.</p> <p>Accessible ICT systems integrate with existing infrastructure.</p> <p>Appropriate staff training and access to information regarding individual needs</p>

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Premises Manager, Business Manager, and Head Teacher working with SENCO

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**Appendix 1. Accessibility audit**

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of stories	3 stories in Elmslie building	Appropriate timetabling in place for students	KTO	Completed
Corridor access	Corridors to be kept clear. Disruption during room changeover to be kept to minimum.	Additional time to be given to those with physical disabilities to get to room changes. Appropriate risk assessments and adjustments to be made as required.	Site Team/ All staff	Completed
Lifts	Lift in reception for access to GEP and teaching school.	Where no lifts available for upper floor access, room timetable to ensure that students with disabilities timetabled appropriately	Site Team/ KTO	Completed
Parking bays	Disabled parking bays available in front of school buildings to allow easy access	None.	Site Team	Completed
Entrances		All entrances to have ramp or disabled access	Site Team	Completed
Ramps	New ramp to be installed at Raynham dining hall entrance.	All entrances to have ramp or disabled access. Ramps to be serviced and maintained as appropriate.	Site Team	December 2024
Toilets	Disabled toilets available throughout buildings. Easily accessible.		Site Team	Completed
Reception area		All entrances to have ramp or disabled access	Site Team	Completed
Internal signage	Floor plans and maps	Signs to be commissioned and installed at appropriate points around school grounds	Site Team / MCG	Completed
Emergency escape routes	All rooms to have clearly demarcated emergency escape routes	Audit of rooms to ensure escape routes clearly marked with emergency lighting where appropriate	GMN /Site Team	Completed