

Accessibility Plan

2016-2019

Section 1: Vision Statement

As an academy we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This Plan commits the academy to a programme of evaluation and review, with resulting actions as necessary, which will ensure good access to the curriculum for students with special needs and disabilities. This Plan operates alongside the school's SEN policy and is consistent with it in terms of principles and approaches to resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs.

Section 2: Aims and Objectives

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the Abbey Grange community, ensuring that students are educated, nurtured and empowered in line with the academy's mission statement.
- To build a community that respects the celebration of achievement at all levels.

Date: March 2016

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Room changes where required for students with a disability.</p> <p>1-1 and small group support both in and out of the classroom to develop areas of weakness.</p> <p>Intervention- SLT/physio/EP/counselling/OT/Hearing/vision support/pre and post teaching/mentoring to enable students to maintain progress and access the curriculum in mainstream classes.</p> <p>Alternative curriculum- pathway2/non ebac/entry level/other certificates eg food hygiene.</p> <p>Adapting resources to accommodate all learning need and abilities eg enlarging visually impaired students work/highlighting and focus on key points and differentiating work accordingly.</p> <p>Assessment of needs eg CATS/WRATS/Lucid Exact.</p>	<p><u>Short Term</u></p> <p>To ensure all students are able to access a full and varied curriculum whilst aiming for aspirational targets in order to stretch and challenge. Regular review of the timetables students timetables to ensure that access is as easy as practical. To ensure where practically possible access is available throughout a large percentage of the school</p> <p><u>Medium Term</u></p> <p>For a greater number of students to have the individual support needed to achieve their full potential.</p> <p>As budget allow the installation of permanent</p>	<p>Termly reviews of any student that has accessibility issues</p> <p>Program accessibility works to be carried when budget allow</p> <p>Continued room changes where required.</p> <p>Further intervention and support from SEN team/pastoral staff/intervention mentors.</p> <p>Reduced timetable for non ebacc students.</p> <p>Entry/foundation level certificates offered.</p> <p>Enrichment programme.</p> <p>Increase access to resources for students</p>	<p>SLT/SENCO</p> <p>Site team</p> <p>Sen TEAM</p>	<p>Ongoing</p>

	<p>Access arrangements for exams to allow students of all abilities to reach their full potential.</p> <p>Escorting students with additional need to and from lessons.</p>	<p>ramps hand rails and doors to comply with DDA</p> <p><u>Long Term</u></p> <p>For a higher percentage of students to achieve their aspirational targets in most subjects and reach a suitable outcome post 16.</p>	with disabilities.		
<p>Improve and maintain access to the physical environment for students with a disability</p>	<p>70% of the school is accessible to disabled student & the school strives to ensure that students have minimal obstacles from carrying out a normal school day.</p> <p>Room Changes when required for students with mobility issues eg Rachel Hall.</p> <p>Stairs marked with yellow lines for visually impaired students.</p> <p>Handrails to enable students with balance issues to travel independently.</p> <p>Clearly sign posted corridors and classrooms.</p> <p>Leaving lesson early with supervision if required to avoid accidents.</p>	<p><u>Short term</u></p> <p>To maintain existing access to a high standard to ensure the safety of staff and students.</p> <p><u>Medium Term</u></p> <p>To improve access and availability in existing buildings. As budget allow the installation of permanent ramps, hand rails</p> <p><u>Long Term</u></p> <p>To provide access to ALL students with mobility issues to all areas of school.</p>	<p>Continued monitoring and maintenance of existing provision.</p> <p>Additional coloured markings on steps.</p> <p>New builds to have lift access and clearly marked signs with braille if required.</p> <p>Identification of direction on doors opening and glass doors to be clearly marked. Possible reduction in weight of doors.</p>	IC CP	Ongoing

		TA support for students with physical difficulties.			
Improve the availability of accessible information to students with a disability	<p>TA support within lessons to ensure information is passed and recorded.</p> <p>Differentiation within the classroom and adaptation of work from support staff.</p> <p>Quality first teaching.</p> <p>Form tutor and Abbey manager support when recording information in planners.</p> <p>Home to school books for the most vulnerable.</p> <p>Annual reviews for students with a SEN and student involvement in this.</p> <p>Personalised Pupil Passports which students help to write.</p> <p>Student Learning platform and school website full accessible to all.</p> <p>Student email (teacher correspondence/'hand in folder')</p> <p>Parent consultation eve/ transition eve/moving on eve.</p>	<p><u>Short Term</u></p> <p>To maintain and monitor existing provision to ensure good access to relevant information for all students.</p> <p><u>Medium Term</u></p> <p>To develop initiatives to aid accessibility to information for students in each year group.</p> <p><u>Long Term</u></p> <p>Students with acute additional needs to be able to access all school information independently.</p>	<p>Update software regularly.</p> <p>Install new and appropriate programmes for students.</p> <p>Regularly maintain ipads/laptops etc.</p> <p>Use of STAR Tech's to help students with technology.</p> <p>Further develop home-school links using available technology.</p> <p>Encourage use of planners for recording information.</p> <p>Parent/staff training on school website/learning platform.</p>	<p>SENCo</p> <p>Pastoral Staff</p> <p>Technicians</p> <p>Teaching Assistants</p>	Ongoing

	<p>Twitter pages.</p> <p>Ipads/laptops to access and record information and photograph for later reference.</p> <p>Detailed maps of accessible & inaccessible areas for students that has accessibility problems</p>	<p>Maps to be reviewed with individuals on a termly basis</p>		<p>CP</p>	
--	--	---	--	-----------	--

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken (if any)	Person responsible	Date to complete actions by
Number of storeys	<ul style="list-style-type: none"> • Humanities block – 3 storey, accessed by stairs only • Science, Technology, Art, ICT block – 2 stories with lift access to second floor <ul style="list-style-type: none"> ○ PE, Performing Arts, Hall – single story with ramp access • Fairbreeze block – 3 storey with lift access to all floors • Sixth Form Centre – single storey with ramp access • New build – 2 storeys with lift access to second floor 	Rooming change on timetable if student or staff member unable to access Humanities block	JT, RF	Ongoing
Corridor access	<p>Corridor access throughout the school considering the buildings' age is good although corridors do have a tendency to be very busy during lesson change over</p> <p>Lighting & fire signage improvement</p>	<p>Students to leave lessons early with their buddy to ensure safe movement on the corridors avoiding injury to self & other students & staff</p> <p>All fire signage to serviced</p> <p>General corridor lighting to be upgraded to daylight lighting and changed to LED on replacement when required</p>		<p>Individually reviewed</p> <p>September 2016</p> <p>Ongoing</p>
Lifts	The school has two lifts situated in the new part of the main building & also in the Fairbreeze building	Ensure all lift are in a serviceable condition & are regularly maintained to installation specification & time frames	CP	Ongoing
Parking bays	The school ensures individuals have a dedicated drop off point agreed with all parties to ensure it is the most suitable for the individual. The school has dedicated disabled parking bays for visitors	Meet with individual parents to discuss dropping off & collection of the student	CP DW	

Entrances	Several entrances are accessed via a step up with the exception of the sixth form block, Fairbreeze Block and the rear access to the main building	Make ramps available in all areas of the school that are identified as a regular access point	CP DW Site Team	2018
Ramps	Access to the school where ramps are installed are: the rear entrance to the sixth form block; sports corridor & via the central corridor New extension which will be available September 2016 will be DDA compliant	Portable ramps to be purchased as needed (to be reviewed as needed when individual students are assessed)		Ongoing
Toilets	There are four disabled toilets throughout the school (two in the main building new build one in Fairbreeze and one in the old main building located in the medical room) New extension which will be available September 2016 has disabled toilet facilities			
Reception area	Reception entrance does not have a small step up upon entering. There is ample room for maneuvering of a wheel chair but does not have electronic opening doors. There is always a member of staff on reception during the school opening hours	Look at the possibility of installing a permanent ramp Price up electronic door openers and ramp Instruction reception staff that they will be required to assist disabled people with access to the school	CP CP	September 2016 September 2016
Internal signage	Internal fire signage is currently poor and many illuminated signs are not lit	Service all illuminated signage and ensure all other signage is in place	CP	September 2016
Emergency escape routes	Throughout the school there are several emergency escape routes Each individual with accessibility issues needs to have a Personal Emergency Evacuation Plan and dedicated PEEP buddies	Ensure that signage is adequate Ensure that each individual with accessibility issues has a PEEP	CP CP	Ongoing Ongoing as required