



ACCESSIBILITY PLAN

Aims

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

- Increase the extent to which students can participate in the curriculum
- Improve the physical environment of the school to enable students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students, families, staff and visitors

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Abbot's Lea School fully endorses the 'social model' of disability, which says that people are disabled by barriers in society, not by their impairment or difference. We believe that there is an equal need for encouraging positive language and attitudes to removing physical barriers, to challenging negative attitudes about disability and accessibility.

We will continue to seek the views and values of all stakeholders at our school to continually develop the Accessibility Plan.

The plan will be made available online on the school website, and paper copies 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.

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:

- Our Students
- Our Families
- Our Team
- Our Governing Body

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.

The development of our Accessibility Plan has been informed by the following:

- Liverpool's Children and Young People's Plan 2013-17
- Liverpool's Strategy for Special Educational Needs and Disability 2013-16
- Children and Family's Act 2014
- Equality Act 2014
- The Disability Discrimination Act 1995, amended by the Special Educational Needs and Disability Act (SENDA) 2001

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 students with a disability</p>	<p>The school continually offers a broad and balanced curriculum for all students, regardless of their age and ability across the EYFS/KS1 – KS5 and beyond.</p> <p>Our holistic model of education, and embedding of therapeutic support within lessons, allows students to learn, whilst supporting their sensory, social and communication needs.</p> <p>Head of Care and Safeguarding offers support for all students providing a wide range of in-class and discreet interventions, often designed by the team of therapists.</p> <p>The school remains accredited with National</p>	<p>1. To be aware of the needs of all students.</p> <p>2. To support all students to make meaningful progress.</p> <p>3. Curriculum themes will continue to include examples of people with disabilities.</p>	<p>1. Continue to update whole school EHCP audit to reflect on the needs and specialist requirements of all students.</p> <p>2. SCERTS to be fully embedded in the Specialist ('S') strand of the ASD Model.</p> <p>3. Assemblies will cover themes related to disability, including Autism and Neurodiversity.</p>	<p>1. EHCP Coordinator</p> <p>2. Deputy Headteacher; Head of Autism Research and Development; Middle Leaders</p> <p>3. Deputy Headteacher, Head of Autism Research and Development</p>	<p>1. Ongoing</p> <p>2. Oct 2020</p> <p>3. Ongoing</p>	<p>1. EHCP audit will accurately reflect the needs of all students.</p> <p>2. Families will be seen as partners in SCERTS assessment and target setting. Targets will identify meaningful next steps for all students.</p> <p>3. Increased acceptance of difference as a normal part of society.</p> <p>Increased use of positive language</p>

	<p>Autistic Society. Achieving accreditation proves that an organisation is committed to understanding Autism, and offers excellent support to autistic children and adults.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students.</p> <p>The Curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Staff have been supported through ongoing internal and external CPD with a curriculum and specialist SEND focus. This has enabled them to access new developments and acquire knowledge on changes to content and specification. Further time has been allocated to departments for planning and implementation. As a result, appropriate content is delivered in a logical and systematic manner.</p>	<p>4. To support all staff to understand the needs of students.</p> <p>5. To support all students to participate in a wider curriculum offer, such as participation in after school clubs, leisure, sporting, cultural visits or school visits.</p>	<p>Invite guest speakers with disabilities to deliver talks / activities at school.</p> <p>4. Continue to review internal CPD offer to staff in line with the needs of staff and students.</p>	<p>4. Head of HR; Deputy Headteacher; Middle Leaders</p>	<p>4. Ongoing</p>	<p>to describe disabilities and Neurodifferences.</p> <p>4. All students' identified educational and specialist needs will be met.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking spaces • Lift • Disabled toilet facilities <p>Autism Friendly Classroom Environment checklists provide staff with a guidance on research informed practices that support accessibility for autistic students.</p>	<ol style="list-style-type: none"> 1. To be aware of the access needs of students. 2. To be aware of the access needs of families and visitors 3. Ensure the school staff and governors are aware of access issues 4. To use the resources available for the greatest benefit of the school. 5. Consider needs of students, staff, families and visitors when considering any 	<ol style="list-style-type: none"> 1. Staff to be made aware of the needs of students. 2. Visitors will be able to declare any access requirements prior to training events. 3. Alert staff/governors to any access issues via internal communications, including when access has been resolved/improved. 4. Continue to invest into upgrading the facilities, including cyclical maintenance of the site. 5. Continue to seek the views of key stakeholders when planning changes to the environment. 	<ol style="list-style-type: none"> 1. Class teacher with the support of Leadership Team 2. Head of Autism Research and Development 3. Head of Finance and Operations; Facilities Manager 4. Head of Finance and Operations 5. Head of Finance and Operations and Head of Autism Research and Development. 	<p>All ongoing</p>	<p>Children and visiting adults will be able to access all areas of our school environment.</p> <p>All students will be enabled to make sense of their environment and encouraged to be self-reliant and independent within it.</p>
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		changes to site and facilities. 6. Increase consistency in teaching environments, using research to inform Autism friendly practices.	6. Develop Classroom Environment checklists in line with Autism research. Quality Assurance cycle will include checking of layout of teaching environments.	6. Deputy Headteacher; Middle Leaders; Head of Autism Research and Development		
Improve the delivery of information to students, families, staff and visitors with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Commissioning of translators to support all families with EAL • Use of PECS, Social Stories, Makaton, Chatta, Visual Supports and Blank's Levels of Questioning. 	1. To communicate information effectively to all students. 2. Make information available for families with EAL.	1. Develop a list of non-negotiables for professionals working directly with students. 2. Review all current school publications and promote the availability in different formats for those that require it.	1. Deputy Headteacher; Head of Autism Research and Development 2. Head of Care and Safeguarding; Family Adviser	1. Sep 2020 2. Ongoing	1. All students will be enabled to understand directions, requests, information and communicate matters that are important to them. 2. Information provided by the school will be greater accessible to people of all backgrounds, including EAL.

Responsibilities

Governing Body will:

- Meet at least 6 times a year to support and challenge the school to offer the best education to the students, the service to their families and the best place of professional employment for staff.
- Keep up-to-date with disability and accessibility issues, including latest Autism research.

Headteacher will:

- Ensure leaders regularly provide information and training relating to disability and accessibility needs.
- Ensure that the school fully involves and consults with families and students, as well as professionals, in the production, development and review of Accessibility Plans.
- Publicise the Accessibility Plan on the school website.

All staff will:

- Read the Accessibility Plan, maintain good practice and support any actions to be taken.
- Promote opportunities to provide students to give feedback and express their views on teaching practices.
- Include positive role models with disabilities in the curriculum, and challenge all negative narratives around Disability.

Students will:

- Take part in opportunities to share matters that are important to them.
- Take part in opportunities to give feedback on their experiences at school.
- Know and follow the Golden Rules at school, to make it the best school experience for all.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the effectiveness of the policy

Review of Procedure

This procedure shall be subject to annual review and may be changed from time to time.

Management of policy

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

Initial Equality Impact Assessment

This policy affects or is likely to affect the following members of the school community (✓)	Students	School Staff	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	V	V	V	V	V	V	V

Question	Equality Groups															Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y		
Does or could this policy have a negative impact on any of the following?	Undertake a full EIA if the answer is 'yes' or 'not sure'																									
Does or could this policy help promote equality for any of the following?	Undertake a full EIA if the answer is 'no' or 'not sure'																									
Does data collected from the equality groups have a positive impact on this policy?	Undertake a full EIA if the answer is 'no' or 'not sure'																									

Conclusion	Full assessment is not required
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