



## **ACCESSIBILITY PLAN 2023-24**

### **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 it 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 plan focuses on improving autistic children and young people's access to education, and supporting positive transitions into adulthood as highlighted in the government's [national strategy for improving the lives of autistic people and their families and carers in England](#).

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

- [Liverpool's Children and Young People's Plan 2018-2021](#)
- [Liverpool's Special Educational Needs and Disability Partnerships Strategy \(Including Liverpool's SEND Graduated Approach, 2022\)](#)
- 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
- [National Strategy for autistic children, young people and adults: 2021-2026](#)
- the APPGA's [Autism and Education in England in 2017](#) report

## Action Plan

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

Aim 1: Increase access to the curriculum for students with a disability				
Current good practice				
<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>Deputy Headteacher 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's practice is recognised by National Autistic Society through Accreditation Award. 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>The Curriculum is reviewed to ensure it meets the needs of all students. Curriculum progress is tracked for 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, with a flexible approach to adaptations.</p>				
Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. To be aware of the needs of all students.	1. Continue to update whole school EHCP audit to reflect on the needs and specialist requirements of all students.	1. School Business Support team; Deputy Headteacher; Operational; Class Teams	1. Ongoing	1. EHCP audit will accurately reflect the needs of all students.

2. To support all students to make meaningful progress.	2. Schemes of work and individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson, for all students.	2. Deputy Headteacher, Operational Leaders; Class Teams	2. Ongoing	2. All students will be making progress in their learning, which is evidenced and monitored. Any necessary additional equipment or resources will be provided by the school or outside agencies.
3. Curriculum themes will continue to include examples of people with disabilities.	3. School activities will cover themes related to disability, including Autism and Neurodiversity. Library and resources used will include authors and characters that represent diversity.	3. Deputy Headteacher;	3. Ongoing	3. Increased acceptance of difference as a normal part of society. Increased use of positive language to describe disabilities and Neurodifferences.
4. To support all staff to understand the needs of students.	4. Continue to review internal CPD offer to staff in line with the needs of staff and students.	4. School Business Manager; Deputy Headteacher; Operational Leaders	4. Ongoing	4. All students' identified educational and specialist needs will be met.
5. To support all students to participate in a wider curriculum offer, such as participation in leisure, sporting, cultural visits or residential trips	5. Planning activities and visits in a way that none of the students' needs procure them from joining our offered activities and visits	5. Deputy Headteacher; Operational Leaders; Multidisciplinary team	5. Ongoing	5. All students will be able to participate in wider curriculum offer (some with individual risk assessment, staffing changes, itinerary, content or other adaptations)
<b>Aim 2: Improve and maintain access to the physical environment</b>				
<b>Current good practice</b>				
<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking spaces</li> <li>• Lift</li> <li>• Disabled toilet facilities</li> </ul>				

Autism Friendly Classroom Environment checklists provide staff with a guidance on research-informed practices that support accessibility for autistic students.

Multidisciplinary team assesses and supports the use of equipment, tools and strategies that assist students with sensory processing difficulties, which creates more comfortable and safe environment.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. To be aware of the access needs of students.	1. Staff to be made aware of the needs of students.	1. Class teacher with the support of Leadership Team	1. Ongoing	Children and visiting adults will be able to access all areas of our school environment.  All students will be enabled to make sense of their environment and encouraged to be self-reliant and independent within it.
2. To be aware of the access needs of families and visitors	2. Families and visitors will be able to declare any access requirements prior to appointments and training events.	2. School reception;	2. Ongoing	
3. Ensure the school staff and governors are aware of access issues	3. Alert staff/governors to any access issues via internal communications, including when access has been resolved/improved.	3. Facilities Manager	3. Ongoing	
4. To use the resources available for the greatest benefit of the school.	4. Continue to invest into upgrading the facilities, including cyclical maintenance of the site.	4. SBM	4. Ongoing	
5. Consider needs of students, staff, families and visitors when	5. Continue to seek the views of key stakeholders when planning changes to the environment.	5. SBM and DHT	5. Ongoing	

considering any changes to site and facilities.				
6. Increase accessibility in teaching environments, using research to inform Autism friendly practices.	6. Monitoring and advice for classroom environment accessibility and sensory support in line with Autism research.	6. Deputy Headteacher;; Head of Therapies; Multidisciplinary team	6. Ongoing	

**Aim 3: Improve the delivery of information to students, families, staff and visitors with a disability**

**Current good practice**

Our school uses a range of communication methods to ensure information is accessible.

This includes:

- 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.

<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
1. To communicate information effectively to all students.	1. Use the universal design and communication guidance for all visual and verbal language	1. Deputy Headteacher;	1. Ongoing	1. All students will be enabled to understand directions, requests, information and communicate matters that are important to them.
2. Make information available for families with EAL.	2. Review all current school publications and promote the availability in different formats for those that require it.	2. Deputy Headteacher;	2. Ongoing	2. Information provided by the school will be greater accessible to people of all backgrounds, including EAL.

## Co-production and social validity

### **Empowering involvement of students, staff and parents/carers**

Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages. The School Council is regularly asked to feed back their views on specific topics or decisions.

### **Involvement of all stakeholders in developing the accessibility plan**

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school), to aid in the development of this plan by taking account of as many diverse perspectives when making appropriate adjustments. This consultation process will be ongoing.

### **Provision of information in other formats**

The school is aware of local services, including those available through the LA, for providing information in alternative formats when required or requested.

### **Reasonable adjustments**

The school is committed to making all reasonable adjustments to try and remove barriers to participation and achievement, and to ensure equality of opportunities for all, regardless of their background or characteristics. All new families to the school are made aware of the school's physical accessibility, and individual family needs are recorded and agreed action to address them is implemented.

### **Contract and Procurement**

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures.

## 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 parents 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.

## Links with other policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Safeguarding SEF Report
- School Development Plan
- Self-Evaluation
- Anti-Bullying Policy
- Health and Safety Policy
- Premise Management Policy
- Teacher and Learning Policy

Feature	Description	RAG rating			Actions to be taken	Person responsible	Date to complete actions by	Review
		Red	Amber	Green				
Buildings - number of storeys	The school consists of 3 buildings, 1 with 2 floors and 1 with 3 floors, as well as 1 single floor building. All buildings have flat-surface entrance points for wheelchair access and all have lifts to upper floor. Additional Support Hub temporary building has stairs and a ramp.			✓	N/A	N/A	N/A	Ongoing
Corridor Access	Corridor widths are suitable for wheelchair use, for safe access and egress. Some restricted areas within The House and Support Hub.			✓	N/A	N/A	N/A	Ongoing
Lifts	The 2 buildings with multiple floors have a lift to each floor.			✓	N/A	N/A	N/A	Ongoing
Parking Bays	Disabled parking spaces are located in the front visitor car park. Where necessary, more spaces can be created/protected.			✓	N/A	N/A	N/A	Ongoing

Entrances	All buildings are accessible by flat surface or ramps where necessary			✓	N/A	N/A	N/A	Ongoing
Ramps	Where necessary ramps can be put in place. Handrails are in place where necessary.			✓	N/A	N/A	N/A	Ongoing
Toilets and changing facilities	Accessible toilets are available on the ground floor in all buildings. Accessible changing and shower facilities are available in the Main Building on the ground floor.			✓	N/A	N/A	N/A	Ongoing
Reception Area	Main reception is accessible by a flat surface with a ramp.			✓	N/A	N/A	N/A	Ongoing
Internal Signage	Internal signage details the appropriate escape routes. The signs are reviewed as part of the Fire Risk Assessment			✓	N/A	N/A	N/A	Ongoing
Hearing Impaired	The school does not have hearing loops in Reception. There is hearing-impaired provision on site that pupils can access, when required.			✓	N/A	N/A	N/A	Ongoing
Emergency Escape Routes	As above, internal signage details the appropriate escape routes.			✓	N/A	N/A	N/A	Ongoing

Emergency Evacuation	A Personal Emergency Evacuation Plan (PEEP) will be put into place, bespoke for each individual. Safe refuge points are clearly marked in school and emergency evac chairs are in place at the top of the Main school stairwell.			✓	N/A	N/A	N/A	Ongoing
Furniture and equipment	Furniture and equipment are selected, adjusted and located appropriately. The school works with Occupational Health experts/therapists/external consultants and families to agree to a plan that meets the individual needs for furniture and equipment.			✓	N/A	N/A	N/A	Ongoing
Movement/Access in classrooms	If necessary, a seating plan would be used to ensure students with disabilities are seated appropriately.			✓	N/A	N/A	N/A	Ongoing
Wheelchair movement inside school	It is possible for a wheelchair user to move around all internal areas of school with assistance			✓	N/A	N/A	N/A	Ongoing
Internal doorways	All internal doors are the appropriate width to allow a wheelchair user to enter/exit unaided.			✓	N/A	N/A	N/A	Ongoing

Wheelchair movement outside schools	It is possible for a wheelchair user to move around all outside areas with assistance			✓	N/A	N/A	N/A	Ongoing
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Appendix 1 – Accessibility Audit

### 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
	✓	✓	✓	✓	✓	✓	✓

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

Conclusion	Full assessment is not required										
Preliminary EIA completed by			Date			Preliminary EIA approved by			Date		
Ania Hildrey Headteacher			30 August 2022 18 April 2023 (personnel changes) 26 June 2023			GB			July 2023		