Abbey College, Ramsey

Accessibility Plan

Policy developed by:	**SENDCo & Site Manager**
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Statement of intent

This plan outlines how Abbey College, Ramsey aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Academy Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Academy Councillors.
- External partners

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

- DfE (2014) ‘The Equality Act 2010 and schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Academy Council will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils’ disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the Academy Council, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and Academy Council to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Academy Council will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Academy Council will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Academy Council will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Academy Council will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Academy Council will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Ensure all Teaching Assistants (TA) have continued specific training on appropriate disability issues	Use staff audit to identify TA needs relating to disability issues. Alert TAs to student/s new to the school with an identified disability Arrange appropriate training for TAs.	As necessary, but at least Annually	SENDCO	Raised level of awareness of students with disability ensuring curriculum suits students' requirements. Students access full curriculum in line with peers.
2	Ensure all staff are aware of disabled students' curriculum access	All disabled students have a PEEP (to be reviewed annually). Training for all staff on specific curriculum requirements for disabled students.	Annually	SENDCO	All staff aware of individual students' access needs. All staff informed of requirement on a regular basis. PEEP's issued and updated for September 2027.
3	Increase confidence of teaching (and support) staff in differentiating the curriculum	Training on differentiation to be given to all staff. Training on 4 broad areas of need and strategies to use in the classroom. Audit staff training needs on curriculum access.	Annual CPD, fortnightly SEND briefings.	SENDCO	Raised confidence of staff in use of differentiated techniques, enabling increased student participation. Improved staff understanding of potential barriers to learning.
4	Ensure all staff are aware of and able to use relevant software and resources	Audit SEND resources and analyse for relevance Run training sessions on use of relevant software.	Ongoing	SENDCO	Wider use of SENDCO resources in mainstream classes and throughout the college.

5	Enable disabled students to have full access to extra-curricular activities and Academy trips	Discussion with lead staff of extra-curricular activities, trips and residential visits. Identify potential areas of difficulty Organise additional activities for disabled students. Develop guidance for staff on making trips and activities fully accessible.	Ongoing and reviewed as trips and extra-curricular activities arise.	SENDCO Assistant Head teacher	All students in Abbey College are able to access all activities and receive full educational entitlement.
6	Review all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews. Make all staff aware of disability equality through staff training.	Ongoing	Assistant Head teacher SENDCO	All students are aware of the challenges and equality related to disability.
7	Continue to review PE curriculum to ensure students with a disability continue to have access to physical education	Ensure there is PE provision within the college and specialist equipment is purchased to support the mainstream curriculum.	Ongoing	Lead Learner PE SENDCO TAs	All students able to access physical activities.

Planning duty 2: Physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
1	To continue to improve the physical environment to enable better access for students with disability.	Review of furnishings, classroom layouts and timetables to ensure full access for all. Review access into classrooms and via fire exits.	Annually	SENDCO Health and Safety Site	All students can access all areas of the school, a full timetable and appropriate teaching spaces. Review completed September 2024 to ensure wheelchair access to learning spaces.
2	Review, maintain and service all Equality Act installations.	Daily checks of automated doors and ramps around site. Timings – Allocate adequate time to complete the process of securing or locking up. Hoists to be serviced every six months. Checked by TA before/when in use.	Daily site checks Annually	Site Manager IT Manager Site Manager	All Equality Act installations are working effectively and enabling access. Equipment is certified and in good working order with evidence of daily checking and service history.
3	Abbey College is aware of the access needs of disabled children, staff, parent/carers and visitors to the site. Special consideration to be made during renovation and construction works.	Each student that is physically disabled has a Personal Emergency Evacuation Plan (PEEP) that is updated yearly, or sooner if a change occurs in their condition/disability. Undertake confidential survey of all staff to ascertain access needs. Amend any existing questionnaires (student, parent/carer or staff) to ascertain access needs and to identify whether these needs are being met.	At least Annually As recruited As required	SENDCO Human Resources Admin Support	All PEEPs in place for disabled students and key staff are aware of all students' access needs. Student PEEPs issued for an academic year before reviewing. Ensure the access needs of all adults regularly on site are met All stakeholders able to access fully all Academy activities.
4	All Abbey College staff are trained on access issues	Provide up to date information and training on disability equality for all staff.	Annually	Head Teacher	Raised confidence of staff and Academy Concillors in commitment to meet access needs.

5	Improve signage and visibility for visually impaired people around the site.	Site survey to establish coverage of external lighting Replace external lighting that is insufficient Replace lightbulbs urgently when blown. Ensure signage is clear and appropriate	Ongoing Ongoing ongoing	Caretaker/Site Manager Caretaker/ Site Manager	Visually impaired people feel safe in the grounds, they are attending events. Access around the site is easier and safer for all.
	Targets	**Strategies**	**Timescale**	**Responsibility**	**Outcomes**
6	Ensure all paths, ramps and communal areas are free of foliage, overgrowth and fallen leaves.	Site team to complete weekly checks to ensure the site is free of obstructions.	Weekly Check	Site Manager	Students have free and easy access of all paths and communal areas.
7	Ensure that all students and visitors with a disability can be safely evacuated	Put in place PEEPs for all disabled students. Review evacuation Procedures to ensure all staff are aware of their responsibilities.	Annually Annually	SENDCO Site Manager SLT	All disabled students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary) Update as required following review to ensure an efficient evacuation.
8	Provide appropriate and sufficient parking for students and visitors with disability	Review car park layout and markings. Additional space to be created for 2027 for disabled/taxi transport parking	Annual	Site Manager	Sufficient parking for disability vehicles with appropriate access to all students and visitors.
9	Ensure all Fire Escape routes are suitable for all students, staff and visitors	Annual Fire Risk Assessments to ensure safe evacuation of students, staff and visitors from all areas of the site.	Annual	Site Manager SLT	All staff, students and visitors (including disabled) able to have safe independent escape in emergency situations. Ongoing work improvements Ensure all College staff are aware of their responsibilities.
10	Ensure easy access to disabled toilets across the site.	Daily review Students with disabilities are permitted to use the Sixth Form toilet facilities on site to ensure equitable access to	Daily	Site Manager/ Cleaning staff/ caretakers.	Disabled toilet access available throughout college. Disabled toilets were updated to provide wash/dry facilities 2024.

		appropriate amenities.			
11	Ensure that the edges of all steps in the Academy are visible	Paint and maintain the paint on edges of each step. Ramps have been implemented to support safe navigation for all users. 2026	Ongoing	Site Manager	All steps are visible to all members of the College. Implementing an ongoing plan of action to check 6 monthly

Planning duty 3: Information

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Review information shared with parents and carers to ensure it is accessible	Ask parents and carers about access needs when student is admitted to Academy. Where possible, this will be aligned with existing support frameworks and provisions and review regularly. Ensure all letters home are accessible in line with SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) guidelines. Produce information in a format which can be accessed by all. Ensure all letters inviting parents to the academy contain the generic disability / access statement.	Ongoing	Deputy Headteacher SENDCO SLT	All parents and carers receive information from Abbey College in a format they can access.
2	Provide written information to students in an appropriate format.	Continue to develop methods of presenting information for visually impaired students when they are admitted to the Academy, in discussion with parents and carers. To encourage dyslexia-friendly classrooms Information is presented at the right readability level.	Ongoing - reviewed annually	SENDCO Middle Leaders	All students can access written information appropriately.

3	Ensure all staff are aware of guidance on accessible formats	Ensure training for all staff on accessible formats.	Annually	SENDCO SLT RSL	All staff aware of student, parents and carers preferred methods of communication.
4	Include discussion of access to information in all annual reviews of SEND needs	Ensure preferred method of communication is used – offering in person and virtual meetings. Develop strategies through EHCP. Deliver strategies to all staff through training.	Annually	SENDCO	To ensure all students can access the curriculum. To ensure all staff are aware of the relevant strategies and how to implement them.
5	Produce accessibility information to increase support for parents and carers of disabled students	Establish with parents and carers a SEND information point of contact	Review Annually	SENDCO Assistant to the SENDCO	To ensure all parents and carers are aware of how the Academy will ensure full accessibility within the Academy.

Monitoring and review

This plan will be reviewed on an annual basis by the Academy Council and Headteacher. The next scheduled review date for this plan is September 2027 Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Changes from September 2026

Changes: The removal of duties of the school business manager and absorbed by the IT and Site office.

Due to the redevelopment of the North site continuing into 2028, special consideration has been given to accessibility. Every measure is being taken to assist individuals with mobility issues.