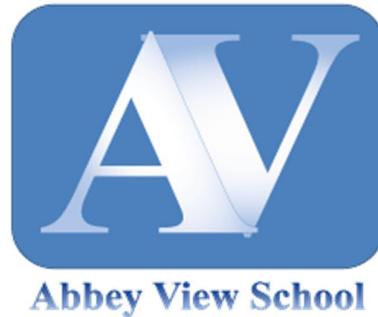


Policy: Accessibility

Date approved: 11th March 2019

Approved by: Full Governing Body

Date to be reviewed by: 11th March 2022



Abbey View School Accessibility Policy (2019-22)

Introduction

Abbey View School is committed to ensuring equal treatment for of all its employees, students, parents and any others involved in the school community who have any form of disability and will ensure that people with disabilities are not treated any less favourably in any procedures or practices.

The School will actively promote positive attitudes towards people with disabilities and will not tolerate harassment of people with any form of impairment.

The production of the Accessibility Plan provides the school with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet our specific obligations

We will ensure that

- Equality of opportunity between disabled persons and others is promoted
- All discrimination that is unlawful under the Equality Act (2010) is eliminated

- We promote positive attitudes towards disabled persons, exclude any demeaning representations and provide for their full recognition within the school community
- Encourage participation of disabled persons in public life whilst respecting their wishes not to participate in activities against their will
- We take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others
- Ensure that students, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and encouraged to identify possible actions.

Definition of Disability

The Equality Act (2010) sets out the circumstances in which a person is disabled or has a disability. It says "disabled or having a disability has a broad meaning. It is defined as a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. Substantial means more than minor or trivial. Impairment covers, for example, long-term medical conditions such as asthma and diabetes, and fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease. A mental impairment includes mental health conditions (such as bipolar disorder or depression), learning difficulties (such as dyslexia) and learning disabilities (such as autism and Down's syndrome). Some people, including those with cancer, multiple sclerosis and HIV/AIDS, are automatically protected as disabled people by the Act. People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect on day-to-day activities.

What does not count as a disability?

Certain conditions are not considered impairments under the Equality Act they include

- The tendency to steal, set fires, and physical or sexual abuse of others

- Exhibitionism and voyeurism
- Hay-fever (if it doesn't aggravate the effects of an existing condition)
- Addiction to, or a dependency on, alcohol, nicotine or any other substance, other than a substance being medically prescribed.

Additionally tattoos or non-medical body piercing are not included.

This definition is different from the eligibility criteria for special educational needs provision. This means that students with disabilities may or may not also have a special educational need.

What is covered by the Act?

The school must have due regard for the Act when deciding policy and practice in the following areas:

- Admissions
- Exclusions
- Preparation for entry to the school from their current mainstream school
- The curriculum
- Teaching and learning
- Classroom organisation
- Timetabling

- The grouping of students
- Access to school facilities
- Activities to supplement the curriculum, for example, a visit to local post 16 providers
- School sports
- School policies
- Breaks and lunchtimes
- The serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- Exclusion procedures
- School trips
- The school's arrangements for working with other agencies
- Preparation of students for the next phase of education
- Organisation of academic Mentoring Days

This is not an exhaustive list.

Abbey View School Accessibility Plan 2019-2022

Improve Access to the Physical Environment

Item	Activity	Timescale
Car Parking	Ensure that any disabled visitor can park as close to the school as possible	Ongoing
Ramp	Ensure the ramp to the school is well maintained and always accessible	Ongoing and when funding allows
Toilet	Ensure the disabled toilet is always well maintained and cleaned as part of the cleaning rota.	Ongoing and when funding allows
Upper Floor	Due to the nature of the building we will be unable to provide any additional access to the upper floors. We will therefore ensure that all lessons can be taught in classrooms on the ground floor	Ongoing
Transport	To ensure that when practical all trips and visits are inclusive.	Ongoing and when funding allows
Signage	Ensure that wheelchair access is clearly signposted	Ongoing and when funding allows
Door bell	Replace the doorbell to the rear door and ensure that it is at an accessible height for wheelchair users	Ongoing and when funding allows

Abbey View School Accessibility Plan 2019-22

Improve Access to the Curriculum

Objectives	Strategies	Resources	Responsibility	Timeframe	Success Criteria
Continue to develop a shared vision and values to ensure that Abbey View School is continually an inclusive organisation	Use staff meetings and INSET sessions to remind staff about the issue and ensure a clear understanding of the requirements of the Equality Act	Time	DH	Ongoing	All staff are aware of the Equality Act and understand how they can contribute
Ensure that decision making processes promote inclusiveness	All new and revised curriculum policies to be reviewed to ensure compliance All school planning systems to take into account of the requirements of staff, students and others with disabilities All capital and other major expenditure to be made with due regards to staff, students and	Time	SLT	Ongoing	School Policies and actions have due regard to staff, students and others with disabilities

	others with disabilities with the aim of improving physical access				
Ensure students with disabilities are supported towards achieving ambitious targets	Use academic monitoring and mentoring systems to ensure suitable progress towards targets and make appropriate interventions if necessary	Time	SLT	Ongoing	Students with identified disabilities meet challenging individual targets
Adapt Teaching material to learners needs	The exact strategies employed will depend on the needs of students but could include Writing frame Adjusted equipment Symbol and images alongside text Modified Text Dyslexia friendly texts Use of laptops The students mainstream school may be able to offer advice but external agencies may also need to be involved	Time Money for additional or adapted resources Advice from external agencies and advisory services	SLT	Ongoing	Students with disabilities are able to meet lesson objectives
Ensure students with disabilities have access to educational visits	Trip leader to ensure all aspects of trip are accessible and that any additional risk	Time Additional staff	All staff	Ongoing	All students with disabilities participate fully in educational visits

	assessments are completed				
Awareness raising of disability issues	Regularly discuss issues with the staff and students to determine the current status of the school	Time	All staff	Ongoing	Whole school community aware of issues relating to access