



Accessibility Plan 2018 - 2021

This plan outlines the proposals of the governing body of Abingdon School to increase access to education for all pupils with disabilities in response to the Special Educational Needs and Disabilities Code of Practice 2014: 1 to 25 years.

Definition of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she

- has significantly greater difficulty on learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND Code of Practice 2014)

The plan addresses the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

The governing body also has responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable staff to access the workplace

All school policies should be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The action plan below identifies the key activities to ensure all three planning duties are being addressed.

Current position

- The school building is accessible for pupils with physical difficulties and flat outside play areas
- Toilet for disabled pupils on both floors
- Learning Mentor/Pastoral Manager to support vulnerable pupils and their families
- Recent whole staff training on Autism and ADHD
- Access to appropriate outside agencies e.g. Sensory Support Service, Occupational Therapy, Physiotherapy, Speech and Language
- Teaching assistants who can deliver interventions and therapy programmes

Activities to increase accessibility

Objective	Task	When	Review
To ensure all staff have a clear understanding of SEND Code of Practice 2014	Training provided by HT and SenCo through staff meetings and INSET. SenCo to attend network termly and disseminate info. Termly meetings with SenCo and teachers to discuss individual pupils.	Ongoing	Annually
To improve accessibility for all pupils when change of staff	Pupils with additional needs will have a One Page Profile completed by pupil and class teacher	Ongoing	Annually
To improve accessibility for pupils with dyslexia	Monitor current staff knowledge and classroom practice. Staff training Resources available in school	Ongoing	Annually
To improve accessibility for pupils with attachment difficulties	Whole school part of Alex Timpson project	School year 2018-19	End of July 2019
To maintain accessibility for pupils with ADHD	Training updated by BSS	Ongoing	Annually
To ensure space available for vulnerable pupils.	Pastoral team to monitor an area in school where they can support pupils, families and visiting professionals	Ongoing	Annually
To ensure staff are trained to support pupils with physical needs.	Manual handling training delivered when required	Ongoing	Annually
To ensure all written information is accessible for visually impaired pupils	Size of print, background etc changed as appropriate for the pupil. School website fully accessible	Ongoing	Annually

Monitoring

This plan will be resourced, implemented, reviewed and revised in consultation with governors, staff and parents. It will be reviewed at least annually by the SenCo, HT and governors.