GEORGE ABBOT SCHOOL

Policy Title:	Accessibility plan	
Author:	The Business Manager	
Date of most recent review:		November 2018
School Mission Statement: Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

This is a generic template plan which is tailored to specific pupils or staff members requiring individualised accessibility arrangements.

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1. 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 disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

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

It is a fundamental principle at George Abbot School that each student is of equal value.

This underpins our determination to ensure vibrant and rich opportunities for every young person. Our school motto is 'non sibi sed toti' – 'not for oneself but for all' and this sets the tone for the care, honesty and respect which are striking qualities of our school community.

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

The school supports any available partnerships to develop and implement the plan.

We are a founding member of the Guildford Educational Partnership multi academy trust and work closely with a number of partner schools, not only within the trust but nationally and internationally.

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 The GEP overall Premises Manager, the school Business Manager, Premises Manager, Head Teacher, and school council.

2. 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*					

Improve and maintain access to the physical environment	**Our school has a dedicated visually impaired unit which is in a separate building with dedicated staff.**					
	The environment is adapted to the needs of pupils as required.					
	This includes:					
	• **Ramps**					
	• **Elevators**					
	• **Corridor width**					
	• **Disabled parking bays**					
	• **Disabled toilets and changing facilities**					
	• **Full time school nurse**					
	• **First aid room**					
	• **Specific vehicle drop off and collection points.**					
	There are visual markers around the entire school. Including brail signage.					
	There are hearing loops available for some classrooms.					

Improve the delivery of information to pupils with a disability	**Our school uses a range of communication methods to ensure information is accessible. This includes:** - **Internal signage** - **Large print resources** - **Braille** - **Induction loops** - **Pictorial or symbolic representations** - **V.I teachers often teach on a one to one basis.** - **Specific plans for each individual student based on their particular needs.**					

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by: the Premises Manager, Business Manager, and Head Teacher working with SENCO

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				