



GEORGE ABBOT SCHOOL

Policy Title:	Accessibility Plan	
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Date of most recent review:	Autumn Term 2019	
Date of next review:	Autumn Term 2022	
School Mission Statement:		
Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

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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
- Ensure that pupils in school are treated 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’ which 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	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.	To ensure that pupils are equipped with the right tools to ensure they can access the curriculum effectively	Assessments of pupil needs are made by SEND team to establish specialist equipment and pupil requirements	SENCo	Termly	All pupils are able to access the curriculum equally
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	To ensure that all pupils make appropriate progress and meet challenging targets set	SEND team monitor progress and make adjustments required to ensure progress	SEND team	Termly	All pupils make appropriate progress and have suitable targets.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	To ensure that an appropriately diverse curriculum is taught to ensure that the needs of all pupils are met	Curriculum regularly reviewed to ensure pupil needs met	SLT/ SENCo	SDP/ Annually	Curriculum meets needs of 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.	To ensure that all pupils have equal access to our facilities	Ensure building being refurbished to include VI has appropriate adaptations	SJJ	Jan 2020	All pupils can access facilities equally with reasonable adjustments
	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays 	To ensure that all pupils have equal opportunity to access our curriculum	To ensure that signs are developed to allow pupils to find way around site	SJJ/ MCG	Dec 2019	Pupils feel safe and supported in school.
		To ensure appropriate timetabling in place to ensure pupils in rooms	KTO	Autumn term	All accessible premises adaptations in place e.g ramps	

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • School nurse • Dedicated first aiders • First aid room • Specific vehicle drop off and collection points. • Visual markers around the school. Including braille signage. • Hearing loops available for some classrooms. 		best suited to their needs			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • 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. 	To ensure that pupils are able to access information easily in school	<p>Signage around site to be improved and to include maps</p> <p>Where appropriate Braille signs to be installed</p> <p>Investment in ICT equipment (projectors, induction loops, tablets, etc) as required</p> <p>Teachers reminded to be mindful when preparing resources</p>	<p>SJJ/ MCG</p> <p>SJJ/ SAC</p> <p>ICT team/ VI/ SEND team</p> <p>SEND team</p>	<p>December 2019</p> <p>Spring 2020</p> <p>Spring 2020</p>	<p>Pupils with range of disabilities are able to access curriculum through appropriate media</p> <p>Signage installed and easily comprehensible</p> <p>Accessible ICT systems integrated with existing infrastructure</p>

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys in Elmslie building	Appropriate timetabling in place for students	KTO	
Corridor access	Corridors to be kept clear. Disruption during room changeover to be kept to minimum.	Additional time to be given to those with physical disabilities to get to room changes. Appropriate risk assessments and adjustments to be made as required.		
Lifts	Lift in reception for access to GEP and teaching school.	Where no lifts available for upper floor access, room timetable to ensure that students with disabilities timetabled appropriately	SAC/ KTO	
Parking bays	Disabled parking bays available in front of school buildings to allow easy access	None.	SAC/ SJJ	Completed
Entrances		All entrances to have ramp or disabled access	SAC/ SJJ	Completed
Ramps		All entrances to have ramp or disabled access. Ramps to be serviced and maintained as appropriate.	SAC/ SJJ	Completed
Toilets	Disabled toilets available throughout buildings. Easily accessible.		SAC/ SJJ	Completed
Reception area		All entrances to have ramp or disabled access	SAC/ SJJ	Completed
Internal signage	Floor plans and maps	Signs to be commissioned and installed at appropriate points around school grounds	SJJ/ MCG	December 2019
Emergency escape routes	All rooms to have clearly demarcated emergency escape routes	Audit of rooms to ensure escape routes clearly marked with emergency lighting where appropriate	SAC	