



Abbey School

Accessibility Plan

Adopted by Governors:

Reviewed: July 2021

Review frequency: Governing Body free to determine.

Next review date- July 2022

Staff responsible: Executive Headteacher

Accessibility Plan

Introduction

Abbey School is a community special school for pupils aged 5-19 with a moderate learning difficulties and associated conditions such as Autism. All pupils have a learning difficulty covering a wide range from moderate to severe learning difficulties. Some pupils have multiple difficulties such as physical difficulties, sensory impairments, emotional, social, communication and behaviour difficulties and autistic spectrum conditions. All pupils have a Education, Health Care Plan that is reviewed yearly through an annual review reported back to the commissioning Local Authority and is the focus of teachers planning.

The school has a wide catchment area throughout Rotherham, Barnsley and Sheffield, and the pupils come from a variety of socio and economic backgrounds. The school has a mixed population with White British, Pakistani, Roma, Chinese and Polish pupils.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

Vision Statement:

The 'Vision' for the children and young people at Abbey School.
"Embrace the Future"

Mission Statements:

- Inspire, believe, achieve

The Vision:

1. To be the 'unrelenting family champion' as an outstanding partner within a thriving learning community.
2. To apply inspirational, visionary and exceptionally strong leadership and governance.
3. To demonstrate exceptional teaching, within the very best learning environment, embracing new and existing technologies and one that enables all students to make good progress.
4. To provide an engaging, personalised, relevant and challenging curriculum which provides meaningful progression and transitions to the next stages of learning and life. This will mean offering Post-16 opportunities, whenever appropriate, to those who would benefit.
5. To exist as a beacon for learning that promotes a sense of belonging, ambition and pride. A safe and happy community which values the voice of pupils and contribution of all.

Access and School Policy and Procedures

We adhere to Equality Act of 2010 throughout all our policies and practise to ensure pupils access learning and the school environment.

Access to the Curriculum

We provide a differentiated National Curriculum. We ensure all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For pupils to access the curriculum lessons are highly differentiated and take account of individual learning difficulties. Priority is placed on pupil participation, as independently as is possible. Adults are clear about the learning objectives of the lesson, class and individuals. Good communication is supported by the use of signing, symbols. All pupils have access to appropriate computer technology to aid their learning.

The school has access to a regular NHS Physiotherapist and speech and language therapist who have particular key pupils on their caseload. The speech therapist advisors the school on supporting communication difficulties throughout the school.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspector/advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

The building has been adapted to suit pupils with mobility difficulties. The outdoor area is also fully accessible and grounds maintained so that they can be used as outdoor classrooms. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

All information issued by the school aims to be user friendly. Newsletters incorporate photographs. Makaton signing and symbols (Communication in Print) are used throughout the school to support the pupils' communication, reading and understanding.

Text messaging systems ensure letters are sent home to families securely. For those families not using electronic devices written copies are sent home. However, we encourage parents and professionals to take up the offer of having communications sent to them electronically. The recently reconstructed website will take into account accessibility in both its design format, the format of fonts and colours (Optional accessibility stylesheet changes body text to OpenDyslexic font) and its accessibility on multiple device screen sizes. It will offer the user the option of changing the language also.

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

School Access Planning

To ensure outside access is enabled for main site classrooms to support ventilation and outside learning environments in all lower school classrooms.

To ensure there are conversation stations throughout the school where children and young people can fully develop conversational skills.

To ensure the outside areas are accessible to all through renewed playground areas that promote the spoken word and understanding of language for all.

Access to Information

All information issued by the school aims to be user friendly. Newsletters incorporate photographs. Makaton signing and symbols (Communication in Print) are used throughout the school to support the pupils' communication, reading and understanding. Signing workshops have been offered to parents.

We encourage parents and professionals to take up the offer of having communications sent to them electronically.

For a child with a visual impairment we receive support from Hampshire LEA in modifying printed materials into a format to meet the needs of individual children and for parents who might also have a visual impairment.

The recently reconstructed website takes into account accessibility in both its design format, the format of fonts and colours (Optional accessibility stylesheet changes body text to OpenDyslexic font) and its accessibility on multiple device screen sizes.

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

School Access Planning

Develop a horticulture sensory area - July 2021

To improve outdoor learning areas – July 2021