



Abigail's Place



Approved by: Nina Stone and Yaf Yafai **Date:** July 2022

Last reviewed on: July 2024

Next review due by: July 2025

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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.

Abigail's Place is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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 **staff and quality assurance board**.

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.



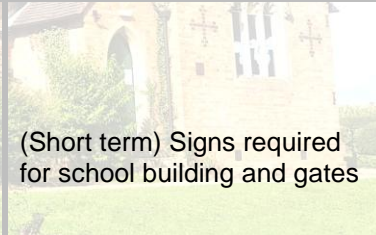



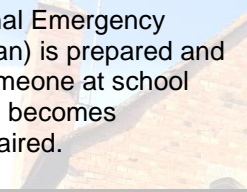




3. Action plan

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

Curriculum Access Target	Current good practice <i>Include established practice and practice under development</i>	Strategies	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Our school offers an individually tailored curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Communication in Print used to improve accessibility to language</p>	<p>To ensure all children have access to writing software</p> <p>To ensure enough ICT available for children with disabilities</p>	<p>Investigate and purchase widget communication tool</p> <p>Investigate 1:1 laptop or iPad.</p>	Education Lead & Proprietors	October 2022

<p>To be aware of the access needs of disabled children, staff, governors and parents/ carers</p>	<p>School staff and proprietors are aware of access issues (curriculum and physical)</p> <p>Access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p>			<p>Education lead and Proprietors</p>	<p>Ongoing</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> • <i>Story Massage</i> • <i>Sign- a- long</i> • <i>Visual timetables</i> 	<p>To ensure all staff are trained in story massage and sign along</p>	<p>(Medium term) Sign-a- long training from Jenny</p> <p>(Medium term) Story massage training for new staff ongoing</p> <p>Review staff training annually</p> <p>Widgit to be purchased and used for lessons</p>	<p>Education Lead</p>	<p>ongoing</p>
<p>All school trips and visits need to be accessible for all</p>		<p>Venues checked for suitability</p>		<p>Education Lead</p>	<p>Ongoing</p>

pupils					
Ensure staff are trained on disability issues		Ensure CPD programme includes relevant training		Education Lead	Ongoing
Ensure PE is accessible to all pupils	Links with Worcester University for Disability Sports Tournament held annually	Review PE curriculum annually to ensure needs of all children being met Individual PE plans for children		Education Lead	
Physical Access Target	Current good practice <i>Include established practice and practice under development</i>	Strategies	Actions to be taken	Person responsible	Date to complete actions by
Improve and maintain access to the physical environment		 Sign for calling for access to school building/staff If access to Red House isn't possible for meetings. Change of venue to accessible cabin at Abigail's Place Change of classroom/office for staff or children with motability difficulties	 (Short term) Signs required for school building and gates	 Proprietors Proprietors Proprietors	Signs ordered August 2022 Ongoing review

Maintain safety for visually impaired people		<p>Check if any children/staff have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis</p>	Annually, and as new children join the school throughout the year	Education Lead and Proprietors	Ongoing
Ensure all staff and children with a physical impairment can be safely evacuated	<p>PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</p> 		PEEP completed as required	Education Lead	Ongoing
<p>Written Access</p> <p>Target</p>	<p>Current good practice</p> <p><i>Include established practice and practice under development</i></p>	Strategies	Actions to be taken	Person responsible	Date to complete actions by
Provide clear, straight forward and simple communication with parents and community	<p><i>School policies and important information available as parent/child and professional format</i></p> 	<p>To ensure:</p> <p>All Information presented in variety of easy to access ways. Ask parents for preferred formats for accessing information.</p> <p>Language used is to be simple with any education terms/jargon avoided or clearly explained.</p> <p>Admin & teaching staff aware of individuals who may need</p>			Ongoing

		information explaining directly or personally.			
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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 Proprietors

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	Three storeys accessed by stairs means some rooms may be unavailable for some children and adults.	Meetings can be held in cabin with disabled access rather than in office. Therapy can take place in Nest at St. Ann's if access is difficult.	Lead staff	
Corridor access				
Lifts	None			
Parking bays	Gravel would pose a problem with physical disabilities and wheelchair access	Parking near house rather than gravel or at St. Ann's School	Leads	Ongoing
Entrances	The building is not accessible to wheelchair users because of steps, door width and turning points. Due to listed building constraints changes are unable to be made.	Multi use room to be created in cabin at St. Ann's which can be used for meetings, therapy etc	Leads	Ongoing
Ramps	Meeting room will be raised.	Ramp to be installed in multi purpose cabin.	All	Before meetings

Toilets	Staff toilets on second floor wont be accessible to staff and professionals who can't use stairs	Disabled access in downstairs toilet. Sign to be purchased	Nina	Before opening
Reception area	None			
Internal signage	None			
Emergency escape routes	Adults and Children with impairments or disabilities to be considered	PEEP template for actioning	Nina Stone	As required

