



Accessibility Plan 2023-2026

Name and address of school:	Federation of Abbey Schools Cleveland Terrace Darlington DL3 8JA	
Head Teacher:	Mr Jonathan Briggs	
Updated: January 2023 Review : July 2026	Review Date: July 2026	
<p>Purpose of the Plan</p> <p>The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information. This is so that all pupils/students with a disability can take full advantage of their education and associated opportunities. This plan should be read in conjunction with The Federation of Abbey Schools, SEND Information Report and School Improvement Plan. The plan will be implemented, reviewed and revised regularly in consultation with:</p> <ul style="list-style-type: none">• Parents/Carers of pupils• Head Teacher and staff members• Governors <p>Definition of disability</p> <p>A person has a disability 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 carry out normal day-to-day activities.</p> <p>Key Aims</p> <p>To increase access to our school's environment, curriculum and information and enable participation in the school community.</p> <p>Principles</p> <p>Our staff recognise their duty under the Equality Act:</p> <ul style="list-style-type: none">• Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services• Not to treat disabled pupils less favourably• To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage• To publish an accessibility plan <p>In performing their duties governors have regard to the Equality Act 2010 Our school</p>		

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities
- respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum that is adapted, personalised and age appropriate.

Useful links

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our Actions

As a school our priorities are, as set out according to the requirements of the Equality Act 2010:

Increasing access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- All pupils can access extra-curricular activities and enriched learning opportunities.
- All pupils access a broad and balanced curriculum alongside their peers.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- In the event of an evacuation situation, there is an appropriate procedure in place for individual pupils with additional needs (PEEP).
- The physical environment is accessible to all.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Information can be made available in alternative formats.

Accessibility Action Plan

Access to the curriculum				
Accessibility Outcome	Action to ensure Outcome	Who	Time frame	Notes
All pupils can access extra-curricular activities and enriched learning opportunities.	Ensure extra- curricular activities are accessible to all students, identifying potential barriers and remedying where possible.	Class teachers	Ongoing	
	Additional support to be made available wherever possible.	SENCO	Ongoing	
	The needs of children with disabilities are considered when planning educational visits and experiences, including PPA based enrichment activities.	Class teachers/TLR's	Ongoing	
All pupils access a broad and balanced curriculum alongside their peers.	Ensure appropriate specialist equipment is available to support children with disabilities.	SENCO	When required	
	Staff training in disability awareness to reflect diverse needs of students within the school community.	SENCO	When required	
	Ensure all staff are aware of and understand the "Reasonable Adjustment for Disabled Pupils" guidance document. https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf	Head Teacher	Annually	
	Class teachers to give particular consideration to the needs of disabled pupils when planning classroom layout and organisation.	Teaching staff	Ongoing	

Access to the physical environment				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Time frame	Notes
In the event of an evacuation situation, there is an appropriate procedure in	Review personal evacuation plans on an annual basis or as circumstances change.	Health and Safety/ SENCO	Annually	

place for individual pupils with additional needs.				
The physical environment is accessible to all pupils.	Annual review of the accessibility of the site as part of health and safety review. To include: Surfaces, marking of step edges, buzzer heights, wheelchair accessibility, access to disabled toilets for visitors, external lighting.	Health & Safety Co-ordinator/ SENCO	Annually	
Respond to future pupils needs as they arise.	SENCO to liaise with outside agencies, parents/carers to enable an appropriate response to individual needs.	SENCO	Annually	

Access to information, advice and guidance

Accessibility Outcome	Action to ensure Outcome	Who responsible	Time frame	Notes
Information is available in alternative formats.	<ul style="list-style-type: none"> ▪ Where required, homework produced in an appropriate format. ▪ Large print and audio formats produced as required. ▪ Review accessibility of newsletters and letters for parents. ▪ Review accessibility of information on the school website. ▪ Investigate provision of information in alternative languages when required by parents/carers. 	<p>Class teacher</p> <p>Class teacher</p> <p>School office</p> <p>IT Manager</p> <p>SENCO/IT Manager</p>	<p>When required</p> <p>When required</p> <p>Prior to enrolment</p> <p>When required</p> <p>When required</p>	