ABBEY ACADEMIES ACCESSIBILTY PLAN 2024-2027

Year 1 – 2024-25

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." John Wesley

Our mission statement: 'Striving for excellence caring for all within a loving and caring Christian environment.'

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This Accessibility Plan helps to ensure that Abbey Academies Trust (AAT) promotes individuality and has been developed in response to the Equality Act 2010.

AAT aims to continually keep under review the accessibility of provision for all pupils, staff and visitors to the school. Our priorities are:

- To ensure that we are making reasonable adjustments to secure access in relation to the needs of our current cohorts and their families
- To ensure that any building improvements undertaken aim to respond to best-practice guidance on accessibility to ensure ongoing improvements to our general accessibility provision
- To ensure that specific needs of newly admitted pupils and their families are responded to; expert advice is sought and appropriate adjustments are made, to continue to be as inclusive as possible, within the resources available to us

The key aspects of accessibility that are kept continually under review are:

- Access to the Curriculum
- Access to the Physical Environment
- Access to information

UNICEF – Articles

Article 1: All children under 18 have rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 20: Children who are disabled have the right to care and support.

AAT ACCESSIBILITY ACTION PLAN

September 2024 – July 2025

Target	Current practice	Strategies	Timescales	Responsibility	Success Criteria
Curriculum					
Ensure that all policies consider the implications of disability access.	Polices reflect current legislation.	Consider during review of policies. Annual review Managing Medicines in School policy in line with latest guidelines. Policy is amended to include guidance on responses to asthma, support for children who may need support from hospital schools, supporting attendance.	Annually	SLT / SENCOs	Policies reflect practice within school are in line with legislation
To provide more staff training to meet special needs.	All relevant staff trained in ADHD and ASC- actions in place following training.	Service Level Agreement with ADHD Foundation to offer a variety of training events throughout the year. ELSA training for Mental Health and Wellbeing First Aiders.	All training to be arranged termly as needs arise	SLT/SENCOs/ Mental Health and Wellbeing Leads and First Aiders	All children able to access all areas of the curriculum and work towards attaining age related expectation
All pupils are able to access the curriculum and make good progress.	Mental Health support Subject Specialists.	Commission partnerships where necessary e.g. Speech and Language, SEN provision Children's needs are identified on provision maps and money from SEN budget used effectively to purchase resources.	As required	SLT/SENCOs	All children able to access all areas of the curriculum and work towards attaining age related expectation
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary.	Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary. Sports reports include purchasing of specialist equipment where necessary and PE activities are planned to	Inset/training with staff as required.	PE Leaders / SLT/SENCOs	

		promote the inclusion of pupils with physical and medical needs.			
Ensure P.E continues to be accessible to all.	P.E. kits provided for all Children.	Liaise with external agencies and sports coaches (Inspire+) regarding specialist equipment needed to include all pupils.	As required	SENCOs	
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Risk Assessments in place to include all children in school visits where possible.	Review all extra- curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extracurricular activities. Regular check via Evolve for out of school activities.	SLT/ SENCOs/ JB/ Evolve Leaders	
Adequate plans are made to support transitions for pupils both to and from our setting.	Carry out staff training audit which identifies expertise, experience and previous training as well as future needs. Ensure that the training needs of staff are identified and training is planned. Use both in and out of house expertise. Provision of and access to training on specific programs and interventions – utilising external support/expertise where necessary.	Communication and relationships with SENCos and staff at other settings is consolidated and continues to be strengthened to enable children to be identified at the earliest stage prior to application for a place or enrolment. Key staff trained to be Mental Health and Wellbeing First Aiders. Timetable children who need support. SLT and staff meetings planned for September to address ongoing/catch up learning and provision. (See Autumn term staff meeting rota.)	Time for additional visits by staff and pupils.	SENCO, EYFS and Y6 colleagues, admin staff, SLT, Mental Health and Wellbeing First Aiders	Children transition smoothly and are happy. Where possible, physical changes are made prior to transitions.

	Plans reflect the needs of pupils who are due to start at the school. Individual transition plans are created where required to support the needs of individual pupils. Create individual transition plans where required to support the needs of individual pupils.				
Physical Environment					
Ensure the building remains fully accessible to all users.	Disabled toilets available and easily accessible. Easy access into school well planned.	Consider needs of disabled pupils/ parents and visitors to school when planning any alterations to school.	As required	SLT / SENCOs / Health and Safety Team	Ease of access for all
Ensure all disabled pupils can be safely evacuated.	Personal Emergency Evacuation plans in place for disabled pupils.	Ensure all staff aware of PEEPs.	As required at staff meetings Termly practice	SLT/ SENCOs/ JB / Office staff	Safe evacuation for all when necessary
Maintain access for visually impaired.	Yellow strips on all stairs and clear signs all around school.	Renew yellow strips on outside steps regularly. Update signage around school as necessary.	As needed	SLT / JB	All areas clear
Ensure staff/volunteer induction includes discussion about access needs.	Access arrangements considered and put in place.	Review Induction Policy September 2024.	On induction	SLT/JB/SENDCOs	All access needs are met
Ensure all visitors have their access needs met.	Staff consult with visitor/s before arrival if a planned visit or upon arrival. Have a	School office to help visitors with their access needs and check they were met.	As needed	SLT/ SENCOs/ JB / Office staff	All access needs are met

	sign in the school entrance to make it clear visitors can make their access needs known.				
Communication					
Ensure equality of access to information, both written and verbal.	Welcome signs in various languages.	As families are due to arrive in school with different languages signs are displayed to aid access and understanding.	As needed	SENCOs	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	On-going	SLT / SENCOs	Website to have very clear information that can be accessed by all
Information for parents/ carers to be clear for all.	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable.	School office to help parents/carers access school information and complete forms. Boards for messages to include translations.	During induction/ Ongoing	SENCOs	Parents/carers feel that communication is effective
Ensure all staff are aware of accessible formats.	Staff made aware of resources to support children with additional needs. On-going training opportunities for all.	Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials	Training as needed	SENCOs	Staff understand how to ensure written information can be equally accessed.

EVALUATION AND IMPACT 2024-25

CPD opportunities have been provided for relevant staff throughout the year, both in house and using external agency support where needed and then disseminating relevant information to key staff members.

Intervention for all children's needs continued to be put into place following discussions with parents/carers, teachers and completion of assessments in the first few weeks and this has continued throughout the academic year.

Provision maps and intervention monitoring showed impact of interventions for those pupils identified at each Assessment Point. Where pupils did not make to expected progress, interventions were reviewed and enhanced or adapted. In some cases, external agencies were involved to support further development. Children with EHCPs have been carefully monitored throughout the year and all EHC reviews have taken place in a timely manner. Needs and resources of all children have been constantly monitored and the environment and routines adapted. Evidence gathering for pupils requiring an adapted approach to learning has taken place and external agencies have been involved in support where necessary.

Children who may be anxious around transition have been supported by the Mental Health First aiders as well as discussions with parents/carers and class teachers. This information has also been shared as part of transition to secondary settings.

Communication aspect of plan utilised, especially this year for a number of refugee/EAL pupils who joined settings within the Trust. Both children and adults needed support with language and interpreter links to aid transition. iPad apps were used effectively in curriculum with translation into languages of pupils. Support was also sought from the Ethnic Minority and Traveller Team, and this will continue to be used throughout the next academic year when required.

Key policies have been reviewed ready for September 2025/26. Advice and training from specialists including Specialist Nursing Team and medical professionals has been secured and planned for throughout the academic year.