



Accessibility Policy

This policy also applies to the EYFS

Updated	Review Date	Version
September 2022	September 2023	2022.02

Signed: Mr John Clarke (Chairman of the Board)

Abercorn School Accessibility Plan

This policy is applicable to all pupils, including those in the EYFS.

1. Introduction:

Abercorn School 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. We are committed to taking positive action in accordance with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The Abercorn School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given 3 year timeframe; 2021-2024 and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

2. Scope and Aims:

The Abercorn School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information and contains relevant and timely actions to:

2.1 Increase access to the curriculum for pupils with a disability This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

2.2 Improve and maintain access to the physical environment of the school and reasonable adjustments. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. The School has a planning duty which includes physical improvements to increase access to education and associated services. To aid the visually impaired with moving around the school sites we have highlighted Doors, and Door frames in different colours to the walls and added LED lighting to improve visibility along corridors and any change of levels to the floors, Stairs have been fitted with non-slip “nosings” in a contrasting colour to the carpets and emergency lighting fitted at all stairways and floor level changes. The main entrances to the buildings all feature step access to help with this

the school has added signage with contact numbers to aid accessibility. The School will continue to work towards improving access for the disabled and intends to make alterations to the physical features of the School as part of its long-term planning process

Reasonable Adjustments

The duty to make '**reasonable adjustments**' does not include a duty to change physical features. It refers to a duty 'to take such steps as it is reasonable to have to take to provide additional support to help disabled pupils overcome difficulties presented by particular aspects of the the teaching and learning curriculum, for example access arrangements in exams; auxiliary aids where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'. The school will expand the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (in accordance with the UK Equality Act 2010

2.3 Improve the delivery of communication and written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Improve support for children with mental health and emotional wellbeing support needs. Abercorn school offers a variety of support for children with mental health and emotional wellbeing needs. The school offers a variety of support and activities which help children feel safe and non judged. This covers teaching and learning e.g. PSHE lessons and assemblies, lunch clubs. Supportive activities and CAMHS referrals can be made for children with mental health issues and the school will work with external agencies and parents of children with mental health issues.

Staff Awareness:

The management of the school supports actions which raise awareness and skills amongst staff in relation to differentiation and accessibility . Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our staff to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed. Staff have a responsibility to ensure they do not treat a person less favourably than someone else for a reason relating to their disability.

3. Context:

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Admissions Policy
- Behaviour Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health and Safety Policies
- Mental Health and Wellbeing Policy
- Special Educational Needs and Disability (SEND) Policy

Access Audit of the School:

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. The school is located on three sites all of which are listed buildings and therefore subject to the regulations and prohibitions relating to their listing. Within these confines where possible all reasonable adjustments have been made to facilitate access. The Upper School site, Portland Place has the benefit of a lift which has access to all floors and is maintained on a regular basis by Schindler. There is also a lift at Senior School, Paddington Street. On-site parking at The Lower School, (Abercorn Place) is always prioritised to accommodate any disabled visitors. There is no on-site parking at Portland Place however there is street parking immediately outside. Portland Place has a disabled toilet on the ground floor fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils and with a disability.

Aim 1**To increase the extent to which disabled pupils can participate in the school curriculum.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To prepare for potential intake	Request information about prospective pupils as part of the application process.	Since September 2021 – Ongoing for every year's intake	Head of EYFS and SENDCO	Procedures /equipment/ideas set in place in advance of each September intake
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010. To comply with the Children and Families Act 2014.	Ongoing yearly since September 2021	SLT and SENDCO	All policies clearly reflect inclusive practice and procedures
To review progress and attainment of all SEN pupils	SENCO/Class teacher meetings/Pupil progress. Scrutiny of assessment system. Regular liaison with parents. Deliver staff Inset & audit progress.	Termly ongoing since September 2021. Ad-hoc meetings or during adhoc liaison with parents +	Class teachers/ SENDCO	Progress made towards IEP and curriculum targets Provision mapping shows clear steps and progress made
	Structured approach to assess, plan, do, review Pupil involvement in IEP target	IEP reviews and monitoring		

To monitor attainment of Gifted & Talented Pupils (G&T)	Policy and G&T list to be updated. G&T Booster groups/activities evaluated and reviewed.	Review progress and evaluate Activities at least termly or as necessary. September 2022 - ongoing	Class teachers/ co-ordinators	G&T children making appropriate progress. Achieving above average results
To evaluate and review the above short and medium term targets annually	See above	Review progress and evaluate activities termly as SLT and annually as Board or as necessary	SLT/Directors	All children making good progress
To deliver targets to the Board of Directors	Board Meetings	At Board Meetings	SLT	Members fully informed about SEN

Aim 2

To increase the extent to which site and buildings are accessible to disabled staff, parents, pupils and visitors

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve physical environment of school setting	The school will take account the needs of pupils, staff, 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 , and colour schemes and more accessible facilities and fittings.	Ongoing from September 2021	SLT, Facilities Manager	Enabling needs to be met where possible. Achieved: contrasting colours on walls/door frames, improved lighting throughout, accessibility signs at entrances, extra hand rails at AP, escorting pupils in lift PP)
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing from September 2021	Teaching and nonteaching staff	Lively and inviting environment maintained.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed.	With immediate effect to be reviewed termly from September 2021 or as necessary.	SLT, Class Teachers, Teaching Assistants	Enabling medical needs to be met where possible. all buildings have an onsite medical room since 2018. Epi-pen training will take place in 2022.

Ensuring disabled parents have opportunities to be involved in the school	Utilise parking spaces to drop off and collect children if appropriate. Arrange interpreters. Offer a telephone call to explain or letters home to parents who need this. Adopt a more proactive	With immediate effect to be reviewed termly	Whole school team, Facilities Manager	That disabled parents are not discriminated against and are encouraged to take interest and be
and have equal access.	approach to identifying the access requirements of disabled parents. Parking spaces could be allocated to disabled staff (lower) at upper and senior we are investigating parking with Westminster council.	from September 2021 or as necessary.		involved in their education.
To continue to develop playgrounds and facilities within the confines of the planning restrictions.	Continued investigation into potential improvements (safety surface in the playgrounds at lower have been repaired)	Provisions made in will be continually improved and evaluated in preparation of September 2018.	SLT, Facilities Manager	Inclusive child-friendly play areas.
To ensure driveway and paths around school are as safe as possible.	Daily checking by Maintenance staff, Stairs & car park swept daily. To ensure Lower, Upper and Senior School are accessible to anyone with additional needs. Communication with parents via safety messages and letters (ex. Achieved: no parking sign to Nursery fire exit stairs/car	With immediate effect to be reviewed termly from September 2017 or as necessary.	SLT/Facilities Manager	No accidents

	park area, extra hand rails from Nursery fire exit.)			
--	--	--	--	--

Aim 3

To improve the delivery of information to disabled pupils and parents

Targets	Strategies	Timescale	Responsibilities	Success Criteria
to ensure parents with hearing and vision impairment have access to all information	Regular communication with parents. Interpreter provided for parents' evenings/annual review when initiated by them.	From September 2021	Class Teacher/SLT	Effective communication in place, as shown by parent feedback.

<p>To ensure all children with Autistic Spectrum Disorder (ASD), have access to the curriculum</p>	<p>Regular parental communication. Individualised teaching strategies and resources used for children with ASD, awareness days</p>	<p>From September 2021 – Ongoing. Reviewed for each new specific ASD pupil on entry to the school and in response to assessment.</p>	<p>SENCO/Class Teachers</p>	<p>Children with ASD able to access curriculum</p>
<p>To enable improved access to written information for pupils, parents and visitors</p>	<p>Purchase symbol (Widget) software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Purchase large font and easy read texts e..g Barrington Stoke books, coloured overlays and exercise books , markers will approve access. Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.</p>	<p>From September 2021 – Ongoing</p>	<p>SENCO/Class Teachers</p>	<p>Improved access to written information for all</p>

<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information collected about new children: Records passed up to each class teacher. End of year class teacher meetings. Annual reviews. IEP meetings. Medical forms updated annually for all children. Significant health problems - children's photos displayed in staffroom or notice board and on list to teachers (TOGS/PP). Allergies are clearly displayed for EYFS in the dining room. Information to be collated on iSAMS.</p>	<p>Discussed and reviewed before the start of each school year in September Also to include any mid-year Starters.</p>	<p>Class Teachers</p>	<p>Each teacher/staff member to be aware Of disabilities in their class and to liaise with other relevant staff (ongoing as during annual transition)</p>
<p>In school record system to be reviewed and improved where necessary</p>	<p>Review of record keeping system - Including Education Plans (IEP's) and Special Educational Needs (SEN) Info</p>	<p>Continual review and update to iSAMS system from September 2021 – Ongoing on a day-to-day basis</p>	<p>ICT department/ SLT/School Administrators</p>	<p>Effective communication of information about disabilities throughout school through provision map and register, link to Isams</p>

Rview	Special Educational Needs and Disabled Access Plan - Evaluation of <i>previous Progress</i>
October 21	<ul style="list-style-type: none"> • Plan and Initiate disability action days TO SCHEDULE THROUGHOUT 2021 - 2023 • Raise staff awareness of disability and additional learning needs action days - THROUGHOUT 2021 - 2023 • Deliver INSET according to CPD audit Sept/Jan/April (TO BE COMPLETED) . DIFFERENTIATION INSET DELIVERED OCTOBER 2021 TO CONTINUE TRAINING & AUDITS • Review identification/assessment arrangements to ensure early intervention COMPLETED SEPT, 21 AND ONGOING • Foster relationships with local schools for sharing of SEN provisions- Throughout the year. TO BE COMPLETED • Increase pupil participation in order to involve pupils in their own learning – Termly in line with iEP reviews ONGOING started Oct 21 • Implement new forms/guidance for transition planning – Complete (new docs Oct 21) • Update structured cycle for monitoring and evaluating SEN - Spring term 2019 COMPLETED, STARTED APRIL 2021 AND ONGOING

This policy is to be reviewed annually by the SLT, SENDCO and Facilities Manager.

Appendix 1
Historical Reviews

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate, amendments which have been made to later versions. Version Number, Version Description, Date of Revision.

Review	Special Educational Needs and Disabled Access Plan - Evaluation <i>Sept 2016 – Sept 2017</i>
	<ul style="list-style-type: none"> • Increase range of assessment tools available to identify SEN - COMPLETE • Identify areas of need/interest for staff training - COMPLETE • Lease with external organisation to provide multidisciplinary assessments - COMPLETE • Provide additional resources for specific G+T pupils identified - COMPLETE • Increase numeracy/literacy IT resources accessible to nurture groups - COMPLETE • Increase resources in nursery EAL library - COMPLETE • Lease with tri-borough forums for up to date advice - COMPLETE • Acquire multisensory teaching programmes – COMPLETE • Lease with specialist providers of external support to facilitate additional SpLD teaching programmes outside of school – COMPLETED and ongoing • Deliver INSET on autism/dyslexia/EAL - Ongoing termly at the beginning of each term; Completed with ongoing supplementary support • Consider class room allocation according to pupil with limited mobility – Ongoing discussions with Heads; Completed for specific pupil

- Investigate future schools for SEN pupils leaving Abercorn - Ongoing

Special Educational Needs and Disabled Access Plan – Aims *Sept 2017 – Sept 2018*

- TO EVALUATE PLAN FOR 2016 – 2017 - COMPLETE
- Supplement in class resources for phonics support, working memory skills, fine motor skills, and anxiety and attention difficulties - AVAILABLE DEPENDENT ON REQUIREMENT
- Introduce the use of Numicon to year 1 and allocate additional resources - Ongoing
- Provide additional reading programmes for year 1+2 dyslexic pupils - COMPLETE
- Consider possible in school support from an emotional councillor – Ongoing- supported by Tracy Edgar
- Renew licenses for Little Bridge and Lucid Rapid – Renewed February 2016
- Instigate additional support groups for ADD/ASD pupils and dyslexic pupils at PP – Ongoing but initiated in Sept 2016
- CPD via visits and sharing of ideas with other schools – to Commence December 2017, ongoing by SENCO
- Investigate potential SEN training courses for teachers – In place, ongoing
- Ensure safety, non-slip paint applied to steps at AP and on the new fire exits at PP - COMPLETE
- G+T wonderwall programme to be reinstated. Ongoing
- G+T groups to be identified and additional support made available for Maths. Ongoing
- G+T focus days to be implemented. Ongoing
- Identify SEN and EAL pupils on iSAMS – Complete

- Initiate subject topic of Mental Health with years 4-8 via PSHE- Ongoing

Special Educational Needs and Disabled Access Plan – Aims *Sept 2018 – Sept 2019*

- TO EVALUATE PLAN FOR 2017 -2018
- Review and amend SEN policy – Ongoing
- Recruit a full time EAL teacher for PP – IN DISCUSSION WITH HEAD
- Investigate the potential further use of ISAMS – SCHEDULED September 2018
- Renew licenses for Little Bridge and Lucid Rapid, consider 3 year license – COMPLETE (annually)
- Review and evaluate the success of EAL nurture groups at EYFS and TOGS – Ongoing
- SEN CPD Audit to inform planning of future INSET- REVIEW FOR SUMMER 2018

	Special Educational Needs and Disabled Access Plan - Evaluation <i>Sept 2019 – Sept 2020</i>
	<ul style="list-style-type: none"> • TO EVALUATE PLAN FOR 2018-2019 • Plan and Initiate disability action days • Raise staff awareness of disability action days - Throughout the year • Deliver INSET according to CPD audit Sept/Jan/April • Review identification/assessment arrangements to ensure early intervention • Consider a subscription to Nrich programme for G+T support • Foster relationships with local schools for sharing of SEN provisions- Throughout the year. • Increase pupil participation in order to involve pupils in their own learning – Termly in line with iEP reviews • Implement new forms/guidance for transition planning – Spring term • Update structured cycle for monitoring and evaluating SEN - Spring term 2019

Review	Special Educational Needs and Disabled Access Plan - Evaluation <i>Sept 2019 – Sept 2020</i>
	<ul style="list-style-type: none"> • Plan and Initiate disability action days TO SCHEDULE THROUGHOUT 2021 - 2023 • Raise staff awareness of disability and additional learning needs action days - THROUGHOUT 2021 - 2023

- Deliver INSET according to CPD audit Sept/Jan/April (TO BE COMPLETED) . DIFFERENTIATION INSET DELIVERED OCTOBER 2021 TO CONTINUE TRAINING & AUDITS
- Review identification/assessment arrangements to ensure early intervention COMPLETED SEPT, 21 AND ONGOING
- Consider a subscription to Nrich programme for G+T support TO BE COMPLETED
- Foster relationships with local schools for sharing of SEN provisions- Throughout the year. TO BE COMPLETED
- Increase pupil participation in order to involve pupils in their own learning – Termly in line with iEP reviews ONGOING
- Implement new forms/guidance for transition planning – TO BE COMPLETED
- Update structured cycle for monitoring and evaluating SEN - Spring term 2019 COMPLETED, STARTED APRIL 2021 AND ONGOING