



Accessibility Plan 2025 - 2028

This plan outlines the proposals of the governing body of Abingdon School to increase access to education for all pupils with disabilities in response to the Special Educational Needs and Disabilities Code of Practice 2014: 1 to 25 years, to ensure that no pupil, adult or parent feels disadvantaged in any way.

Definition of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she

- has significantly greater difficulty on learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND Code of Practice 2014)

The plan addresses the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

The governing body also has responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal Opportunities.
- ensure that employees with disabilities are supported with special provision to ensure that they

can carry out their work effectively without barriers.

- undertake reasonable adjustments to enable staff to access the workplace.

All school policies should be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff, parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed.

Current position

- The school building is accessible for pupils with physical difficulties and flat outside play areas.
- Toilet for disabled pupils on both floors.
- Family Support Lead/Pastoral Manager to support vulnerable pupils and their families.
- Recent whole staff training on Attention Autism and Speech and Language.
- Access to appropriate outside agencies e.g. Sensory Support Service, Occupational Therapy, Physiotherapy, Speech and Language.
- Teaching assistants who can deliver interventions and therapy programme.

The action plan below identifies the key activities to ensure all three planning duties are being addressed.

Activities to increase accessibility.

Objective	Task	Evidence	When	Review
To ensure all staff have a clear understanding	Training provided by HT and SENDCo	Termly Sen meetings. Pupil progress meetings.	Ongoing	Annually

of SEND Code of Practice 2014	through staff meetings and INSET. SENDCo to attend network termly and disseminate info. Termly meetings with SENDCo and teachers to discuss individual Pupils.			
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	Continue to train staff to meet needs of individuals	INSET records – school and individuals. Team Teach Training for a number of key staff. Autism Staff meetings Attachment Disorder Staff meetings Interventions for groups and individuals Regular assessments by Speech and Language Therapist – work to their plans Written reports from external agencies	Ongoing	Annually
Pupils with emotional, social and behavioural difficulties are supported in school	Develop pastoral team.	EP assessments School Nurse Pastoral Support Provision. School Age plus Worker targeted support. Individual records Inclusion Service observations Primary Jigsaw referrals	Ongoing	Annually
Classrooms and other are optimally organised for those with disability.	Utilise outdoor area and other relevant spaces in school.	Space is utilised to facilitate group and individual learning space	Ongoing	Annually
Work is differentiated and/or adapted and staff have high expectations of all	Ensure QFT throughout school	Lesson observations Learning Walks Reviews SEN support plans Governors' monitoring	Ongoing	Annually
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	Training provided by SLT	Observations Learning walks Book Scrutiny	Ongoing	Annually
All pupils are encouraged to take part in music, drama and physical activities	A range of extracurricular clubs on offer. Training in inclusive practice.	Inclusion at extra –curricular clubs, visits and performances Swimming provisions	Ongoing	Annually
Staff recognise and plan for additional	SENDCo work with class teachers	Staff aware of needs – Support Plans/ staff meetings	Ongoing	Annually

time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	Develop dyslexia friendly classrooms. Assessments carried out	– time for pupil concerns/Phase team meetings Tracking of progress		
Adults and children listened to (including parents) and needs addressed	Termly Sen meetings with parents to discuss SEN plans. Pupils voice included in SEN plans/EHCP reviews.	SEN plans EHCP reviews Pupil voice	Ongoing	Annually
The layout of areas around school allows access to all. Wheelchairs could get about if required	Ensure that no steps cause an obstruction (e.g. small step up to a small number of classrooms)	Ramps are fitted The school is a pathway school, so access is available throughout Lift Space in classrooms Height appropriate furniture	Ongoing	Annually
Furniture and equipment selected and appropriate.	SENCo to ensure that the equipment is available to all teachers.	Tables and chairs appropriate size Wedges, coloured overlays, triangular grips, IT etc to support individuals	Ongoing	Annually
Disabled toilet facilities adequate	When not in regular use ensure good housekeeping/avoid storage Adaptations to upstairs toilet	Disabled access Shower in Reception Hoist, if necessary Plinth in toilet area	Ongoing By September 2024	Annually
All information presented in user friendly way. Can ask for alternatives	Curriculum mornings / newsletters / website Provide additional support for children without the home support Translators, signers available for parent consultations (need to be booked in advance) Need to ensure correspondence and signage is accessible to parents also. Staff are available to help parents with online referrals (high school applications, etc) Use of Widgit/dual coding.	Open door policy – regular contact with parents Office support completing forms Feedback on parent survey	Ongoing	Annually
Maximise pupils' awareness of disability	Teachers to ensure a focus on this. Recognise and celebrate awareness	Through curriculum opportunities Visitors to school Assembly Themes	Ongoing	Annually

	weeks i.e. Autism Acceptance week, Cerebral Palsy Day	Awareness weeks Display (neurodiversity) Neurodiversity celebrated in resources		
To improve accessibility for all pupils when change of staff	Pupils with additional needs will have a One Page Profile completed by pupil and class teacher	One Page Profiles	Ongoing	Annually
To improve accessibility for pupils with dyslexia	Monitor current staff knowledge and classroom practice. Staff training Resources available in school Use of Dyslexia Quest and Nessy	Dyslexia friendly classrooms Adaptations SEN plans/One-page profiles	Ongoing	Annually
To maintain accessibility for pupils with ADHD	Training updated by Inclusion Service/SENDCo	Training Staff feedback	Ongoing	Annually
To ensure space available for vulnerable pupils.	Pastoral team to monitor an area in school where they can support pupils, families and visiting professionals	Rainbow Room Pupil voice	Ongoing	Annually
To ensure staff are trained to support pupils with physical needs.	Manual handling training delivered when required	A number of staff trained Regular refresher training	Ongoing	Annually
To ensure all written information is accessible for visually impaired pupils	Size of print, background etc changed as appropriate for the pupil. School website fully accessible	Newsletters Website Parent surveys	Ongoing	Annually

Monitoring

This plan will be resourced, implemented, reviewed and revised in consultation with governors, staff and parents. It will be reviewed at least annually by the SENDCo, HT and governors.