



Accessibility Plan

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Review Date	July 2027

An academy within:



"Learning together, to be the best we can be"



1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people 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.

1.2. At Abbey School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Inspire, Believe, Achieve

The Vision:

- To be the 'unrelenting family champion' as an outstanding partner within a thriving learning community.
- To apply inspirational, visionary and exceptionally strong leadership and governance.
- To demonstrate exceptional teaching, within the very best learning environment, embracing new and existing technologies and one that enables all students to make good progress.
- To provide an engaging, personalised, relevant and challenging curriculum
- which provides meaningful progression and transitions to the next stages of learning and life. This will mean offering post-16 opportunities, whenever appropriate, to those who would benefit.
- To exist as a beacon for learning that promotes a sense of belonging, ambition and pride. A safe and happy community which values the voice of pupils and contribution of all.

1.3. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

1.3.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)



2. Legislation And Guidance

- 2.1. This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Government guidance for schools on the Equality Act 2010. This defines an individual as disabled if they have a physical or mental impairment that has a “substantial” and “long term” adverse effect on their ability to undertake normal day to day activities.
- 2.2. The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities. “Long-term” generally means lasting, or likely to last, 12 months or more, and “substantial” means more than minor or trivial. This can include sensory impairments and long-term medical conditions. The school recognises that not all disabled pupils have SEND and not all pupils with SEND are disabled under the Equality Act 2010.
- 2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.
- 2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

- 3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements

- 4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Digital Accessibility Commitment

- 5.1. As part of our ongoing efforts to ensure inclusivity, Abbey School is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.
- 5.2. We aim to ensure that:



- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
- Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.

5.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.

5.4. Non-digital information will also be made available, where appropriate, in alternative formats to ensure accessibility.

6. Links With Other Policies

6.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Ensure the staff team are equipped with training to meet the needs of the children who have other diagnosis alongside their Autism and ADHD.	Staff updated training continually revisited by different specialist professionals. School monitoring systems ensure staff are using different strategies to best meet child's needs	To ensure the whole child needs are continually met by all staff.	Focus SEND needs training completed half termly. Focus QA to monitor impact half termly.	WA LS	July 2027	All children will have access to the best teaching and learning strategies to meet their whole child needs.



Redesign toilets in upper and middle school to reflect usage and need including the support toilet	Toilets are equipped for childrens basic needs	To ensure children have more appropriate facilities that reflect their needs such as lower toilets, staff support toilets and layout supports safeguarding of all children.	Re-design lower school toilet block over the summer break. Allow time for major redevelopment of this area in school.	KB	July 2027	Toilets will be well equipped to support all pupils needs and disabilities.
Access to school buildings for pupils with a visual impairment	Stepped access in school have handrails and high contrast nosing present. This continues outdoors for any stepped areas. Threshold changes when leaving the classroom has appropriately high contrast strips	To give access to all areas of the building	Steps to ELSA room may need contrast nosing reapplied	KB	Aug 2026	