



## Abingdon Foundation

### Accessibility Plan 2018/19 - 2020/21 (Academic years)

#### Introduction

We welcome all children who can make the most of the opportunities that we offer, meet our entry requirements, and can flourish in the caring environment of our Schools. Treating every child as an individual is important to us, and we welcome pupils with disabilities providing their needs can be met by the making of reasonable adjustments.

Alongside this ethos we also have legal obligations in this area. These include The Equality Act 2010 which requires us to have a three year accessibility plan. This Accessibility Plan therefore describes how Abingdon School is planning to meet the needs of disabled pupils and improve accessibility for them.

In addition to this Plan, the Foundation also has a Special Educational Needs and Disability (SEND) policy, an Exam Access Arrangements policy, and an Admissions policy. These policies are on our website and describe how we make provision for SEND in various situations.

Abingdon Prep School's Accessibility Plan is a [separate document](#) and can be found on the Prep School's website.

There are three components to our Accessibility Plan which describe how we plan to:

1. improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school;
2. improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled; and
3. increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.

While developing our Accessibility Plan we have built on our current experience of having 119 pupils, as of 24<sup>th</sup> September 2018 (115 on 30.09.2017) who have varying SEND requirements.

**Appendix 1** contains an overview plan of the main school site showing key buildings around the school and the level of current accessibility. Detailed plans for each building are available in the Estates Department.

## 1. How do we plan to improve the physical environment of the school?

	Improvement/action	Rationale	Lead	Timeframe
a	Conduct a premises review by specialist consultants to recommend alterations	To ensure best practice advice from specialists	Estates Director	During academic year 2018/19
b	Consider recommendations of the review and update this table with specific actions	To update previous plan	Director of Finance and Operations	During academic year 2018/19
c	Ensure accessibility requirements are properly considered in new development plans for Faringdon Lodge rebuild	Maximise opportunity to design in the requirements at the planning stages	Estates Director	During academic year 2018/19 and 2019/20
d	Any minor or major work to the school will consider accessibility improvements	Maximise opportunity to design in the requirements at the planning stages	Estates Director	Ongoing

## 2. How do we plan to improve access to written information?

	Improvement/action	Rationale	Lead	Timeframe
a	Provide clearer directional signage to classrooms and buildings. Factor in to ongoing building programs	Help people find their way better	Estates Director	Ongoing
b	Seek advice from external support services for improving access to written material	Benefit from best practice	Head of Learning Support	Ongoing
c	Training for teachers in methods of alternative delivery, for example by talking through handouts/information on whiteboards and emphasizing clear layout of information	Ensure awareness of best practice techniques in the classroom	Head of Learning Support	Ongoing
d	Review options to provide alternative means of communication for disabled pupils, such as braille books and audio versions of texts	Help visually impaired pupils access written texts. School now subscribes to RNIB, to access audio texts for VI pupils. Most HI pupils now carry audio transmitters linked to hearing aids, therefore this can be enabled easily as needed.	Head of Learning Support	Ongoing - currently no blind/deaf pupils at the school

### 3. How do we plan to improve participation in the school's curriculum?

	Improvement/action	Rationale	Lead	Timeframe
a	Deliver new staff training in SEND matters: policies and procedures.	Ensure all new teaching staff aware of/confident in SEND procedures.	Head of Learning Support	On-going in every year: start of year for new staff.  Carried out in September 2018 and ongoing annually.
b	Deliver training in main SENs (e.g. dyslexia, dyspraxia, Autism Spectrum Disorders, ADHD).	Ensure all teaching staff aware of nature of SEND and implications for teaching and learning. Staff aware of need for reasonable adjustments in class.	Head of Learning Support	Material available to all staff on Firefly [intranet]. Training available as required and in response to changes in legislation. Delivered as Twilight INSET Sept 2018  Ongoing. Materials made available on Firefly.
c	Develop/build on the graduated response to SEN, develop in 2018-2020, as per SEND Policy.	Ensure subject teachers are aware of need to make/involved in determining and reviewing reasonable adjustments for SEND pupils.	Head of Learning Support	Wave 2 interventions (small group support) introduced for 1 <sup>st</sup> and 3 <sup>rd</sup> years in 2014/15. Introduced to 5 <sup>th</sup> year in 2016 Reviewed Feb. 2017: small groups found to be most effective for study skills in 4th and 5th year, less so for spelling and handwriting therefore discontinued with 1st year but extended to 4th and 5th year in 2017 and offered to 3rd year in 2018.  2018-19 : Learning Support working with ADTLs to explore ways to extend study skills groups, eg train tutors to deliver to tutor groups?
d	Roll out Individual Provision Plans (IPPs) for all pupils on the SEND Register.	Develop and track provision across school. Improve systems for tracking and measuring outcomes of interventions.	Head of Learning Support	Effectiveness of IPPs reviewed 2018: SEND Summaries, reporting via ISAMs, and Action Plans used in Learning Support Department found to be more effective, as most support is targeted short term intervention. New systems for tracking pupil progress discussed: ISAMS facilitates tracking.

e	Improve communication flow to/from teachers to ensure all teaching staff abreast of Learning Support issues and pupils on SEND Register.	Ensure all staff aware when pupils are added to SEND Register and that SEND pupils' needs are highlighted.	Head of Learning Support	<p>From September 2017: SEND Register and pupils' details all on ISAMS. Updated on rolling basis. All staff can easily access SEND information. As above: SEND field on database very effective. LS tracks pupils via this means as well as by staff consultation.</p> <p>Feb 2017: Improved referral system discussed/approved, to ensure clear information flow to LS Department:</p> <p>Ongoing: LS teachers share information with staff on an ongoing basis: most frequently via email/shared documents on drive or email. Happening on a daily basis.</p>
f	Improve systems for gathering information from teachers where needed, e.g. evidence of need for access arrangements and assessments; such as by routine proformae to collate evidence.	Ensure staff involved in determining and evidencing SEND pupils' needs for exam access arrangements and assessments.	Head of Learning Support	<p>As for (e) above: routine proforma for making referrals to Learning Support. (Sept. 2017)</p> <p>Routine proforma for evidence of need for access arrangements in place (since Sept. 2016).</p> <p>Ongoing: Improved proformae for gathering exam related information (eg for access arrangements).</p>

**Last internal review date: October 2018**

**Last governor review date: November 2018**

**Next governor review date: November 2019**

**Responsible for review: Director of Finance & Operations**

**Appendix 1: Accessibility Plan** (overview plan below, plans for each building, showing detailed access to areas within each building, are available from the Estates Office on request).

