

## Accessibility Plan

**Started: 1<sup>st</sup> December 2023**

**Next Review Date: 1<sup>st</sup> December 2024**

### **Aims**

The purpose of the plan is to:

- Increase the extent to which disabled learners can participate in the curriculum
- Improve the physical environment of the Centre to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled learners.

Abavia aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

### **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

<b>Target/Strategies</b>	<b>Responsibility</b>	<b>Activities</b>	<b>Time Frame</b>	<b>Success Criteria</b>
<b>Centre Policies and Practices</b>				
Impact of all policies evaluated and reviewed annually.	Centre Lead SLT	Revision of policies in line with Equality Act 2010.  Policies approved by Centre Lead	On going	All policies reviewed and revised to show commitment to equal opportunities.
All staff understand the implications of the Equality Act 2010.	Centre Lead	Staff training.	CPD training	All staff have awareness and knowledge of legal requirements.

Awareness of physical, sensory, medical needs and mental health needs of all staff.	Centre Lead SLT	All staff are expected to share physical, sensory, medical needs and mental health needs if deemed appropriate. Access to supervision, counselling stress awareness training and stress awareness questionnaire. Wellbeing & Occupational Health Policy.	On going	Arrangements made, when appropriate, to ensure access and inclusion of all staff.  Personal risk assessments where identified needs require reasonable adjustments to be made.

<b>Developing access to the Physical environment of the Centre</b>				
Centre site is accessible to all (learners, parents, staff, visitors etc).	Adaptations made to Centre site as practicably able and identified by external professionals.	Centre Lead	On going	Access to Centre buildings and site improved.  Improved accessibility and learning outcomes for learners.  New additional temporary buildings purchased – review accessibility for

				the less mobile (temporary mobility loss and permanent reduced mobility)
Appropriate seating for learners with physical disabilities. Hired in where needed	Centre Lead	Centre Lead to liaise with Occupational Therapist to review situation and advised on adaptive equipment where required.  Sensory seating balls for learners to aid focus and aid physical sensory feedback	On going  Identified staff to access 'move to learn' OT based training to assist with sensory	Learners with physical disabilities provided with appropriate seating to support individual needs.  Learners with physical disabilities able to eat lunch in The Hub.  Option of sensory seating balls in various sizes to aid focus on task and provide sensory input for learner

**Improving the Access to the Curriculum**

<p>Areas of need identified in lesson planning, delivery and resources.</p>	<p>Education Lead with curriculum leads. Centre Lead</p>	<p>Centre Lead to monitor resources and use of appropriate resources, order as required.</p> <p>Ensure appropriate resources in Centre to cater for a range of disabilities e.g. wobble cushions, pencil grips, mini loop scissors, weighted blankets, reading books with coloured overlays, exercise books with coloured paper, coloured paper, ICT adaptations.</p>	<p>Ongoing CPD training of staff in SEN awareness and in specific Educational/mental health needs. Reflecting on needs of learners within the Centre</p>	<p>Resources available for current learners and additional equipment available for new additional needs identified during course of academic year.</p>
		<p>Centre Lead to ensure resources / recommendations from external specialist agencies are purchased / implemented.</p>		

<p>Plan learning/lesson zones to meet individual learners needs.</p> <p>Organise resources within learning/lessons zones to reflect learners need.</p>	<p>Teaching Staff Centre Lead SLT External Agencies</p>	<p>Layout and arrangement of learning zones to ensure ease of movement and access of equipment (if learners need).</p>	<p>On going</p>	<p>Learning zones layout to reflect need of all learners.</p> <p>Teaching staff use furniture to full potential.</p>
<p>Ensure reading materials, teaching resources include positive images of a range of disabilities (eg physical disability).</p>	<p>All Staff Centre Lead Education Lead</p>	<p>Review of Centre resources to ensure future purchases reflect range of disabilities and lifestyle choices</p>	<p>On going</p>	<p>Range of books promoting positive images of disability.</p> <p>Positive images depicting equality and diversity</p> <p>PSHE &amp; SMSC via Jigsaw teachings about inclusivity, diversity and equality. – promote open discussions within peer groups</p>

<p>Physical, sensory, medical needs and mental health of all learners is shared with appropriate staff.</p>	<p>Centre Lead Educational Lead Thrive Practitioner Behavioural &amp; Pastoral Care Lead</p> <p>Additional input from counsellor</p>	<p>Review of learners needs. EHCP, TAF, CAF, learner passports, RA's.</p> <p>Medical needs forms completed, stored and shared with appropriate staff.</p> <p>Liaison with NHS colleagues; Paediatrician/School Nurse Team/ Social Workers/ Case Workers/Ed Psych</p>	<p>On going</p>	<p>Arrangements made, when appropriate, to ensure access and inclusion of all learners.</p> <p>Centre Lead and Educational Lead to prepare Health plans in line with EHCP's and include within individual learners timetabled sessions (personalised curriculum)</p>
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