



ABBEY ACADEMIES ACCESSIBILITY PLAN 2018-2021

Reviewed July 2021

Our Vision

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”

John Wesley

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This Accessibility Plan helps to ensure that Abbey Academies Trust (AAT) promotes individuality and has been developed in response to the Equality Act 2010.

Schools ceased to operate conventionally on Friday 17th March 2020, due to COVID-19. From September 2020, when schools return to more ‘normal’ times our accessibility plan reflects COVID-19 risk assessments to keep our whole community safe and support mental health and wellbeing.

AAT aims to continually keep under review the accessibility of provision for all pupils, staff and visitors to the school. Our priorities are:

- To ensure that we are making reasonable adjustments to secure access in relation to the needs of our current cohorts and their families
- To ensure that any building improvements undertaken aim to respond to best-practice guidance on accessibility to ensure ongoing improvements to our general accessibility provision
- To ensure that specific needs of newly admitted pupils and their families are responded to; expert advice is sought and appropriate adjustments are made, to continue to be as inclusive as possible, within the resources available to us

The key aspects of accessibility that are kept continually under review are:

- Access to the Curriculum
- Access to the Physical Environment
- Access to Information

UNICEF – Articles

Article 1: All children under 18 have rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 20: Children who are disabled have the right to care and support.

AAT ACCESSIBILITY ACTION PLAN
September 2020 – July 2021

Target	Action Planned	Success Criteria And Key Milestones of progress	Key people involved	Resources/ Cost
<p>Equality and Inclusion</p> <p>Ensure that all policies consider the implications of disability access.</p> <p>To continue to ensure full access to the curriculum and extra-curricular activities for children with on-going health needs e.g. diabetes, epilepsy, hearing, visual or mobility issues. Support written work recording of work through alternative methods for children with identified needs in this area.</p> <p>Ensure that all staff are aware of and are able to use SEND resources appropriately.</p>	<p>Consider during review of policies.</p> <p>Review Managing Medicines in School policy in line with latest guidelines.</p> <p>Seek advice from outside agencies, both those with established relationships with school and those who may be new e.g. charities for specific conditions.</p> <p>Purchase additional IT aids and software.</p> <p>COVID-19 sports funding action plan to reflect pupils' mental health and physical wellbeing following Coronavirus and school closure.</p> <p>Ensure that medical training and PPE equipment specific to COVID-19 is in place for individual staff whose work with children increases their risk.</p> <p>Carry out staff training audit which identifies expertise, experience and previous training as well as future needs.</p> <p>Ensure that the training needs of staff are identified and training is planned. Use both in and out of house expertise.</p>	<p><u>On an on-going basis</u></p> <p>Polices reflect current legislation.</p> <p>Policy is amended to include guidance on responses to asthma, support for children who may need support from hospital schools, supporting attendance.</p> <p>Contact charitable organisations and professional bodies who can offer advice on specific conditions.</p> <p>Children's needs are identified on provision maps and money from SEN budget used effectively to purchase resources.</p> <p>See Sports Report 2020-21.</p> <p>Training from specialist nursing team/ Public Health has been received by staff</p> <p>Audit is carried out annually and includes all new teaching and TA staff.</p> <p>Ensure that staff are adequately trained to meet the needs of the children they teach.</p>	<p>SLT/SENCo</p> <p>SENCo</p> <p>SENCo, CPD co-ordinator, SLT</p> <p>SENCo, HoS</p> <p>PE Leader</p> <p>SENCo, HoS</p> <p>SENCo, HoS</p> <p>SENCo, HoS</p>	<p>SLT/SENCo time.</p> <p>SENCo time.</p> <p>SENCo, HoS/ PE Leader IT and PE resources purchased. Government sports funding</p> <p>Training time</p> <p>Time to carry out and collate audit.</p> <p>Training time.</p>

<p>Adequate plans are made to support transitions for pupils both to and from our setting, especially following COVID-19 school closure.</p>	<p>Provision of and access to training on specific programs and interventions – utilising external support/expertise where necessary.</p> <p>Regular audit of SEND resources and list available to staff. Continue to work with colleagues in other settings to collect and share adequate information about transitioning pupils. Plans reflect the needs of pupils who are due to start at the school. Individual transition plans are created where required to support the needs of individual pupils. Create individual transition plans where required to support the needs of individual pupils. For EYFS, ensure the children’s mental health and wellbeing needs are being met, especially in light of a different transition due to COVID-19. For all children, ensure mental health and wellbeing needs are met, especially in light of COVID-19. This will include rebuilding friendships and addressing and responding to issues relating to Coronavirus. Plan for future possible school closure due to COVID-19. Respond rapidly and effectively to Government, DfE and Public Health England (PHE) guidance and directives. If school closes in 2020-21 due to Coronavirus, ensure support is in place for all pupils, especially SEND and vulnerable pupils.</p>	<p>Key staff are identified to receive training and where possible, this is cascaded to other members of staff.</p> <p>Appropriate, evidenced programs of intervention are in place for pupils where needed.</p> <p>Communication and relationships with SENCOs and staff at other settings is consolidated and continues to be strengthened to enable children to be identified at the earliest stage prior to application for a place or enrolment.</p> <p>Children transition smoothly and are happy. Where possible, physical changes are made prior to transitions.</p> <p>Key staff trained to be Mental Health and Wellbeing First Aiders. Timetable children who need support from September 2020.</p> <p>SLT and staff meetings planned for September to address online learning. (See Autumn term staff meeting rota.)</p>	<p>SENCO, EYFS and Y6 colleagues, admin staff, SLT, Mental Health and Wellbeing First Aiders</p>	<p>Training time. Resource purchase and renewal.</p> <p>Time for additional visits by staff and pupils.</p> <p>Modification of environment where necessary.</p> <p>COVID-19 risk assessment</p>
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<p>Physical Environment</p> <p>Ensure the building remains fully accessible to all users.</p> <p>Follow COVID-19 ‘live’ risk assessment which takes into account the physical environment and Government safety guidelines and directives.</p>	<p>Liaise with H&S governors to ensure that any recommendations made with regard to making the building more physically accessible are considered and implemented where possible. And where not, alternative solutions are found. This may include changes such as acoustics or making signage clearer.</p> <p>Ensure ‘live’ risk assessment for COVID-19 is a shared document and regularly updated and adapted where necessary.</p> <p>Ensure that staff who support children who may need to use moving and handling equipment have the necessary training.</p> <p>Ensure staff/volunteer induction includes discussion about any of their access needs.</p> <p>Consult with all visitors to ensure their access needs are met in our settings</p> <p>Ensure all visitors follow COVID-19 arrangements in school.</p>	<p><u>On an on-going basis</u></p> <p>The building remains fully accessible to all users and adheres to COVID-19 safety measures in place.</p> <p>Plans take account of future needs wherever possible.</p> <p>Where possible, physical changes are made prior to transitions.</p> <p>Ensure signs around school reminding everyone to follow COVID-19 hygiene and social distancing measures.</p> <p>Equipment is serviced regularly to ensure that it is ready to use at all times and identified staff are confident in the use of moving and handling equipment.</p> <p>Review Induction Policy September 2019.</p> <p>Signs in reception areas asking for comments. Signs in reception areas reflect COVID-19 safety measures.</p>	<p>SLT, SENCo, H&S trustees/governors</p> <p>SENCo, Business Manager, HoS</p> <p>SENCo, HoS</p> <p>HoS, Business Manager</p> <p>HoS, Executive Administrator, Office Team</p>	<p>Cost for adaptations and alterations – an unknown factor.</p> <p>Service and further costs if changes are required/Training time and training costs.</p>
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<p>Delivery of information Ensure that the school continues to be fully accessible to disabled children, staff, parents/carers and other users of the building.</p> <p>Follow COVID-19 ‘live’ risk assessment which takes into account the physical environment and Government safety guidelines and directives.</p> <p>Ensure equality of access to information, both written and verbal.</p> <p>Make available school newsletters and other information for parents, in alternative formats when specifically requested, including Braille and or translated</p>	<p>Ensure that gathering information about disability forms part of the admissions and recruitment processes and indications that there are additional needs are followed up by the HoS.</p> <p>A risk assessment is carried out when school is notified of any short-term medical need e.g. following an operation or accident.</p> <p>On-going involvement from SESS to support pupils with visual or auditory impairment.</p> <p>Ensure that written materials are adapted in a number of ways eg modification through font size and print format, and that modified materials are sought for children/adults with visual impairments where necessary.</p> <p>Identify children who would benefit from individual visual timetables.</p> <p>Staff to familiarise themselves with services available to convert documentation into other formats.</p> <p>School to secure the use of translators where required.</p> <p>Review all current school publications and promote the availability in different formats when specifically requested.</p>	<p><u>On an on-going basis</u> School responds to the needs of individuals carrying out a risk assessment as necessary, identifying any reasonable adjustments which need to be carried out either to the fabric of the building or daily routines.</p> <p>The building remains fully accessible to all users and adheres to COVID-19 safety measures in place.</p> <p>Key staff to attend training e.g. class teachers, TAs. Regular updates from SESS colleagues to review provision in place and to ensure that reasonable adjustments are being made effectively.</p> <p>Advice and support from SESS for specific children is sought and followed.</p> <p>Any training and work/support with outside providers may have to be online due to COVID-19.</p> <p>All school information available for all who request it. This will include any information related to COVID-19.</p>	<p>SENCo/HoS/governors</p> <p>HoS</p> <p>All staff</p> <p>SLT, school office, EAL team</p>	<p>Cost implications if changes to the physical environment are needed. Time to carry out risk assessments and to liaise with medical staff.</p> <p>Training time.</p> <p>Time to liaise with outside agencies. Possible resource modification time.</p> <p>Costs of conversion</p>
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Evaluation/Impact

July 2021

Since the return to school in September 2020 AAT have put in to place a plan to support all our children, especially those who were vulnerable or whose education or mental health had been affected by the pandemic. Intervention for all of their needs was put swiftly in to place following discussions with parents, teachers and completion of assessments in the first few weeks.

Following Government guidance, during further school closures which began in January 2021, our schools provided learning both online and in-school for children who were vulnerable and those whose parents or carers were key workers. Risk assessments were completed in the same way they had been the previous academic year and weekly phone calls were made to check in on families who were able to have their needs met at home and were safe to be there. Social workers were also involved in the decision making as to whether the children were to attend school during the closures.

Children with EHC plans continued to have differentiated work provided either online or in school with their allocated 1:1 adult support where needed. Intervention was provided in line with their plans and any reviews took place virtually. Support was still sought from outside agencies who conducted virtual meetings with school staff and families too.

Children who did not have access to the correct equipment while at home were offered the use of a school iPad, support with WIFI and connection issues, as well as being offered a place in school if needed. Those pupils requiring further support with physical needs at home were also provided with a raft of resources and learning opportunities where needed.

Once again when returning to school in the spring term, March 8th 2021, provision continued to ensure rigorous COVID-19 Health and Safety measures. There was a 'live' COVID-19 risk assessment. This included COVID-19 toilet and isolation room.

Children who may be anxious around transition, especially this year with no possibility of visiting their new teacher and classroom have been supported by the Mental Health First aider; short, socially distanced visits have been conducted for them to see the areas of the school they will be in and transition booklets have been completed by staff and shared with the children. These include information and pictures that they can look over during the summer holidays with their parents.

Children with visual impairments have been allowed access in to school prior to September 2021 in order to map out their new learning environment with key adults. Individual approaches have also been agreed with the families of particular children who have been identified as being highly anxious about returning to school.

The whole school provision map was completed at the end of the previous academic year. This then enabled planned interventions will be in place as swiftly as possible.

Key policies have been reviewed ready for September 2021. Advice and training from specialists including Specialist Nursing Team and medical professionals has been secured and planned for early in the autumn term. Planning to support individual children's needs ensures that there is coverage for them at all times and so their safety is not compromised.

Outside agencies continue to have access to our school's 'live' risk assessment and follow their own safety precautions when visiting school as well as our own. Meetings continue to be held virtually if necessary.

Next Steps

See plan above which will be reviewed regularly. From September 2021, all our accessibility planning will take into account COVID-19 measures needed.

Ensure that school continues to review guidance related specifically to COVID-19, with a view to ensuring fair access for all pupils.

Continue to track and set aspirational targets for all children with rigorous assessment of both academic and social/emotional needs.

July 2020

Information during COVID19 for Safeguarding Vulnerable pupils and SEND:

As part of the response to coronavirus (COVID-19), up until June 1st educational settings have been asked to continue to provide care for a limited number of children - those who are vulnerable (including those with an education, health and care (EHC) plan), and those whose parents or carers are critical to the coronavirus response.

We have been required by the local authority, under government guidelines, to make a risk assessment to determine whether our vulnerable, EHC and SEND children will be able to have their needs met at home, and be safer there than attending school.

Risk assessments have incorporated the views of the child as well as parents and carers and where a child with an EHC plan has a social worker, the social worker has also been involved in the risk assessment.

If children have an EHC plan the risk assessment will need to balance a number of different risks, including:

- the potential health risks to the individual from coronavirus, bearing in mind any underlying health conditions
- the risk to the individual if some or all elements of their EHC plan cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily, for example, in the home or online
- the ability of the individual's parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- any safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children

For children in school the Government have recognised that Coronavirus may make it more difficult for schools to secure or arrange all the elements of the specified special educational and health provision in an EHC plan as required by section 42 of the Children and Families Act 2014. For example, the following of 'social distancing' guidelines may disrupt educational settings' normal programmes and make certain interventions impractical.

Due to the unprecedented circumstances presented by Coronavirus, the section 42 duty has been temporarily modified so that local authorities and health commissioning bodies must use their 'reasonable endeavours' to discharge this duty. This means that schools must consider what they need to provide for each individual child or young person with an EHC plan during the period that the modified section 42 duty is in force. For some children, the provision specific in their plan can continue to be delivered, but for others, the provision may need temporarily to be different to that which is set out in their EHC plan.

For children with an EHC, in TAC or receiving support, where it has been concluded that they are safe at home, check-ins have been made on a regular basis with parents / carers and SENCOs. These conversations are then recorded and the family are supported in any way that is required. For example, some specialist equipment that is usually in school has been delivered to homes to support the child.

For children who are particularly vulnerable (Child Protection or other significant safeguarding concerns) these children have been in school and monitored on a daily basis. These numbers have been regularly shared with the Local Authority.

For vulnerable children where families do not have access to virtual learning the school have been able to apply for a laptop or tablet as part of a Government digital services scheme. An application has been made for a child at Bourne Abbey, but to date, no equipment has been awarded.

For our SEN children, work packs that have been provided through the online learning portal have been amended and SENCOs have contacted parents to highlight where adapted resources are. SENCOs have also given guidance to parents and carers on the 'basics' that the children can access if home learning is a struggle. These are things such as: keeping diaries, reading, shopping lists, watching educational channels that are currently being provided and Times Table Rockstars.

Provision is in place for COVID-19 Health and Safety measures. See 'live' COVID-19 risk assessment. This includes COVID-19 toilet and isolation room.

Key policies have been reviewed ready for September 2020. Advice and training from specialists including Specialist Nursing Team and medical professionals has been secured and planned for early in the Autumn term. Planning to support individual children's needs ensures that there is coverage for them at all times and so their safety is not compromised. Additional planning and preparation has been undertaken to take CV-19 factors into account. This includes contacting the Programme Manager for Infection Prevention & Control and Emergency Planning at LCC for support in securing and fitting of enhanced PPE for key staff at school. A range of agencies e.g. SESS, WTT, continue to support children across all 3 schools. These have provided additional support and advice during the lockdown period. Home-learning packs for children have taken the needs of all children into account, and, where necessary, have been supplemented with adapted resources for individual children to ensure accessibility.

The resources in sensory rooms at all 3 schools have been enhanced, with resources being selected to meet the needs and interests of individual children. Families have also contributed suggestions for resources. Staff training needs continue to form part of the Performance Management discussions. Training for staff has continued to take place this

year, with staff continuing to attend training virtually during lockdown period on support such as sensory circuits and emotional health and well-being. Transitions have taken place virtually this year, with staff having conversations with receiving and sending schools by telephone. This has included conversations between SENCOs, safeguarding leads, class teachers and Teaching Assistants. Transition booklets have continued to be sent to those children who have been identified as potentially benefitting from them and additional 'Back to School' booklets have been provided to children who may have difficulty in following the school guidelines for sharing of equipment and social distancing. Plans are in place to allow children with visual impairments to access the school premises prior to the start of the new term in order to map out the environment. Individual approaches have also been agreed with the families of particular children who have been identified as being highly anxious about returning to school.

Next Steps

See plan above which will be reviewed regularly. From September 2020, all our accessibility planning will take into account COVID-19 measures needed.

Ensure that school continues to review guidance related specifically to CV-19, with a view to ensuring fair access for all pupils.

Ensure that assessment of pupils, planned for early Autumn term, includes rigorous assessment of both academic and social/emotional needs. This assessment will inform provision planning to ensure that all pupils 'Catch up' and continue to progress.

Evaluation/Impact

July 2018

Equality and Inclusion – policies are being reviewed and equality of access is considered. The Supporting Children with Medical Conditions in school and the Asthma Policy take the needs of children with medical conditions into account. The schools have bought and store spare inhalers and auto-injectors. Advice from outside agencies, including Specialist Nursing Team has been sought to ensure that the needs of children with medical conditions are met. SESS continues to support those children with visual and hearing impairments. Siri, recommended by St Francis Physical Development Outreach Team, is increasingly used as a means of recording for a range of children. It offers a simple voice recording facility which requires no training and is highly portable on ipods and ipads. Specialist training for staff supporting a range of medical needs has been planned and delivered by Children and Young People's Nurses and the Specialist Nursing Team to ensure that there is always a trained member of staff available to support. This included Kid's Club. Information for children enrolling in and transitioning from the school has been gathered and shared with several pre-school settings have supported by completing Risk Assessments, Reactive Plans and Positive Management Plans where appropriate.

Physical Environment

No further changes to the fabric of the buildings have been suggested by any of the other professionals supporting our pupils. Specialist equipment (Suction Machine) is serviced regularly and repairs have been made as required (Wombat Chair).

Delivery of Information

Individual visual timetables are part of class teacher's core response when supporting children with anxieties or social communication. SESS continues to support those children with visual and hearing impairments. Siri, recommended by St Francis Physical Development Outreach Team, is increasingly used as a means of recording for a range of children. It offers a simple voice recording facility which requires no training and is highly portable on ipods and ipads. The schools continue to seek support from native language speakers already employed at the school and additional translations services where required. Newsletters and updates are available in a variety of languages upon request.

July 2019

Equality and Inclusion

Key policies have been reviewed ready for September 2019. Advice and training from specialists including Specialist Nursing Team and medical professionals has been received. Staff in key roles have received training before the summer holidays to ensure that there is equality of access for all children with medical needs. This

has included Makaton for some staff in Early Years. A range of agencies e.g. SESS, WTT, continue to support children across all 3 schools.

Collecting the children's voice continues to be a priority when addressing equality and inclusion. This has included consulting with children and taking their opinions into account when writing intimate care plans or health care plans. DAF (Disability Allowance Funding) received for some pre-school children has been used to update resources in the sensory room at Bourne Abbey and there is now a sensory room at Colsterworth. Staff training requirements/ needs forms part of annual Performance Management discussions.

Discussions with former settings takes place for all children, but with a larger focus for children who have been identified as having additional needs. Likewise, information about pupils moving to a new setting is shared in a timely fashion. Several children have had additional transition support both into our settings and to new settings.

An increasing range of technology e.g. microphones, keyboards to attach to ipads and accessibility options on IT, is used to support the recording of children's learning experiences e.g. videos, photos, many of which are made by the children themselves.

Physical Environment

OT visits prior to transition into Reception have been carried out for some children. Suitable seating has been purchased, where needed. The hygiene suites and specialist equipment continue to be serviced on an annual basis. The hygiene suites are immediately accessible if required. The Physical Development Outreach team has been contacted to provide advice on moving and handling when required.

Delivery of Information

A range of additional visual resources and support aids are used for many children, although some, such as visual timetables, continue to be part of everyday practice in all classes. The document Keeping Children Safe in Education is available in a variety of languages and school have access to both native speakers and translation services, if required. There is a translation tool on the websites to assist speakers where English is an additional language. When a member of staff is notified of an injury e.g. broken limbs, a short term risk assessment is made and adjustments made. SESS continue to work across the schools supporting children with additional needs and helping to support awareness and understanding of additional needs in others.