The Abbey

Equality and Access Plan 2024 - 2026

The Abbey School, Reading

Reviewed by:	Head of Finance and Resources	August 2024
Ratified by:	Whole School Leadership Committee and Governor Audit	August 2024
Next review: July 2026		

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Scope

The School recognises the benefits of a diverse School Community, with individuals who value one another and the different contributions everyone can make. Students will be taught to value and respect others. The School is committed to both being an equal opportunities education provider and to equality of opportunity for all members of the School Community.

The following policies, procedures and resource materials are also relevant to the School's accessibility plans:

- Equal Opportunities Policy
- Disability Policy
- Curriculum Policy
- Special Education Needs and Disability Policy

This accessibility plan considers:

- Physical Access: audit and plans
- Access to the Curriculum
- Access to Information

Physical Access

The buildings of the school are located over several sites, many with multiple storeys. A physically disabled student or visitor would not be able to access all areas. However, several lifts are located in the Senior School site. Ramps and handrails have also been fitted at various points across the school.

A comprehensive access audit was undertaken during Summer 2024. The 2024 DDA Access audit is available as a separate document on the InfoBank.

Access considerations are planned in all refurbishment and Estates Development projects. Recent improvements include:

- Senior School. Installation of new rear gates. Automated vehicular gates and a new pedestrian gate, including dropped kerbs to allow level access onto the school site

Responsibilities:

Mark Lucas - Head of Estates, along with the Head of Finance and Resources, the Head and the Whole School Leadership Committee and Governors are responsible for building compliance.

2024 – 2026 Plans

Location	Improvement / Commentary	Completion by
Whole School	Review the accessibility audit in line with all building refurbishment works.	Ongoing
Whole School	Make any reasonable adjustments to accommodate students and staff with a disability.	Ongoing as required, in line with adjustments made for current staff and students e.g. visually Impaired.
Whole school	Estates Master plan development by Whole School Leadership Committee and Governors. All new buildings to be DDA compliant.	Masterplan under regular review.

Access to the Curriculum

Purpose and Benefit:

All students have equal access and benefit equally from the curriculum.

Actions

- Ensure that all students have access to the curriculum in and beyond the classroom
- Ensure that all teachers of any students with additional needs are aware of individual needs, approaches and support strategies
- Monitor the achievement of all students in and beyond exams and tests to ensure attainment reflects the students' potential
- Monitoring the wellbeing of all students in the context of their learning and needs
- Review Student Passports/Learning Support Plans and set targets where needed, these will be reviewed annually and updated as and when necessary e.g. in light of any updated assessments
- Correct Access Arrangements put into place
- Where appropriate modify timetables, rooms and locations
- Make available extra resources such as duplicate text books and coloured overlays
- Make available one-to-one and small group tuition where appropriate

Timing

Ongoing

Responsibility

Heads of Department, Heads of Year, SENDCo, individual subject teachers and Examination Officers.

Success Criteria

- All students achieve their full potential.
- Students with additional needs are monitored and are not disadvantaged in any way.
- Necessary adjustments are made for each student and shared with all relevant parties.
- Access to the School facilities to be improved for all as an ongoing priority.
- A programme to work towards full access to all curriculum areas.

Access to information

Actions

In order to ensure that parents and guardians are fully informed the school will review the format the information is sent in to ensure it is accessible.

In order to improve communication with disabled students and users it will include the format the school will publish information in and review the website to ensure that it is clear, simple and easy to use.

Timing

Ongoing

Responsibility

Whole School Leadership Committee