Accessibility Plan Template
Prepared by: The Central Team
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1. INTRODUCTION

Abingdon House School, Purley (AHSPurley) is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

While this current policy document may be referred to elsewhere in School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at AHSPurley.

The policy documents of AHSPurley are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

The School's Context
We are an independent co-educational special school that opened in September 2023. We can cater for students' aged between 10 and 17 years of age. We are still growing and have a phased growth over the next 3 years before we achieve maximum capacity. This includes the building of an extension, work for this started in February 2026 and it will be completed in the 2026/ 2027 academic year. The school comprises one London building over two floors; with the extension there will be separate stairwells.

The School's Aims
a bespoke education for every pupil, developing and expanding their unique talents and helping to bring about a positive change in a pupil's self esteem

We are working within a national framework for educational inclusion provided by:
Inclusive School (DfES 0774/2001)
SEN & Disability Act 2014
The SEN Revised Code of Practice 2014
The Equality Act 2010
ISI inspection

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including;
Headteacher
Principal
SLT
Governors
Cavendish Directors

3. 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 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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

5. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Use of ICT-chromebooks for every student, charging in every classroom, accessibility apps and software that students are taught and supported to use themselves to improve their learning • SEN support through interventions and universal, targeted and specialist provision through the school • All students have a Pupil Profile that details useful strategies, best ways of learning and adjustments that may need to be made in order to support access to our curriculum • OT adjustments that we currently and regularly employ include; sensory seat cushions, wobble stools, height adjustable desks, slanting desks, fidget aids/ toys, movement breaks, sensory circuits and access to our sensory room • ELSa and Counselling sessions are available to students in order to support their social and emotional well-being so that they can access lessons					

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Seating • Ramps • Addition of another step on the pedestrian entrance to the school in order to make entry easier • Any students with significant mobility difficulties are permitted to be dropped off/ picked up in the carpark rather than use the steps to enter/ exit using the pedestrian gate • We have developed the classroom layout in the building to ensure that the majority of specialist teaching can take place on the ground floor and is therefore accessible to those with mobility difficulties • We have a designated 'sensory room' • Corridor width • Disabled parking bays • Toilets identified as Disabled toilets • Library shelves at wheelchair-accessible height • On entry students have a range of baseline assessments; one of which is an Occupational Therapy (OT) assessment where any additional adjustments can be recommended • During the build phase of the extension access to the MUGA is via an external staircase as we do not have access to our ramp (which is in the builders compound) • During the build wheelchair users can access the MUGA via the external gate in the alleyway behind the school • We have a sensory room that supports students with sensory regulation	Fully accessible DA toilets in the new extension (Jan 27 opening) While no acoustic adjustments have been made to the building we are exploring the use of sound clouds/ dampeners should the students require these We will be exploring audio systems that support hearing impaired students within the classroom (such as the Soundfield system)	Incorporate into the design. Complete build Open fully accessible DA toilet -Updated quotes -Find appropriate fitters - Install Sound dampeners Explore systems and make a funding proposal	JML JML JML	Jan 2027 Easter 2027 September 2027	Designs fully compliant Complete and opened DA toilet Updated quotes Sound proofing installed

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Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources for those who need it • Text to voice software • Coloured paper for those who need it • Pictorial or symbolic representations for those who need it • Digital, audio or video formats	Introduce the availability of larger-print books for pupils with visual tracking and spatial awareness difficulties.	Find suppliers Ensure key texts that we use have copies Buy and provide copies	KTR	Jan 2027	Books sourced Books evident within school for those who might need them
Offer additional support to meet the needs of young carers and their families	Add anything else your school offers here, e.g.: • Online meetings for parents' evenings	Video and audio recordings of the information (including those used for staff induction or descriptions of flightpaths or important information for parents)	Explore how these might be created, stored and delivered within our school context	JML	September 2027	Plan made Resources delivered

6. MONITORING, APPROVAL & POLICY REVIEW

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the Central Team.

Policy Approver(s)	Senior Leadership Team of the school
Storage Location	Website, online, hard copy in the school
Effective Date	13th August 2026
Next Review Date	13th August 2027

7. REVISION HISTORY

Version	Change	Author	Date of Change
V1	First published	The Central Team	August 2026