



Accessibility Plan



Avonwood Primary School

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Document Control	
Document Title:	Accessibility Plan
Ratified By:	Governors
Date Ratified:	17.05.2024
Reviewed by:	Lucy Sloane
Date Issued:	October 2023
Review By Date:	October 2026

ACCESSIBILITY PLAN

Purpose of the plan

The purpose of this plan is to show how Avonwood Primary School intends to maintain accessibility of our school for disabled pupils and continue to monitor on a regular basis. Avonwood Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

School Ethos, Vision & Values

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of any person whether a disabled people with any form of impairment or a pupil who is a carer of disabled parents.

We believe the school should provide a happy, caring, stimulating environment in which everybody has the opportunity to succeed regardless of gender, ethnic origin or disability. We recognise and celebrate diversity and aim to work with children, parents, staff and the wider community to redress potential inequalities.

Definition of Disability

According to the Equality Act (2010), a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Disability Discrimination Act (2005) amended and broadened their definition of 'disability', which now includes:

- Epilepsy
- Diabetes
- HIV
- Cancer
- Multiple Sclerosis
- Hearing or sight impairments
- Mobility difficulties

- People with mental health conditions or learning difficulties or disabilities.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

Legal Background

Under the Equality Act (2010) all schools must have an Accessibility Plan. The Equality Act (2010) replaced all existing equality legislation including the Disability Discrimination Act (1995). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement

Aims and objectives

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school **curriculum**; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of **information**, which is provided in writing for pupils who are not disabled.

Below is a set of actions showing how Avonwood Primary School will address the priorities identified in the plan.

Actions:

School Partnerships & Support

Avonwood Primary School utilises the outreach support offered by BCP Outreach. Pupils and staff can benefit from the outreach support and guidance for a range of different specialist educational needs and disabilities. Avonwood seek advice if needed to reduce and eliminate barriers when accessing the curriculum and to allow full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Educational Opportunities & Achievement

At Avonwood Primary School we collect data on the achievements of pupils from many areas such as: learning conversations, pupil progress meetings, data gap analysis, PLP reviews, Annual Reviews, National Curriculum Key Stage 1 & 2 assessment results, Teacher Assessments and Rising Stars Assessment.

Teachers are aware of the importance of providing scaffolded work for pupils with SEND, to allow them to have the same equal opportunities of succeeding academically as their peers and providing an inclusive learning environment. If information needs to be adapted for visually impairment students, then this is provided by teachers or teaching assistants and overseen by Dorset Vision Support.

Avonwood communicates with a number of different primary and secondary school settings to help the transition of new starters and those moving on from Year 6. The school also has a thorough handover for any child moving from a mainstream setting in to specialist provision to ensure that all plans already in place are communicated with the new school. Information sharing is a key element to successful inclusive practice in school.

Staff participate in on going continued professional development to learn about various needs of pupils and how to respond appropriately. This training is delivered by the SENDCo, senior leadership or external professionals.

All children with a disability or SEND have a 'pupil passport' which outlines their likes, dislikes and ways in which to support their learning. This provides valuable information for supply teachers who may not have taught that child before.

A variety of interventions and provision takes place across the school to meet the needs of all pupils on the SEND register or have an EHCP.

External Agencies

Avonwood liaises with the School Nurse, Health Visitors, vision support, habilitation support, hearing support, educational psychology, CAMHS, speech & language therapy, occupational and physical therapy and Community Paediatricians.

Avonwood works closely with Dorset vision, hearing and mobility support. There are key workers who come out to visit the children under their care and liaise with the SENDCo, Class Teachers and Senior Leadership Team in order to ensure their needs are being met and offer support, guidance and resources if needed. An example of this is that the school currently has additional IT and magnifying equipment on load to support children with vision impairment.

Habilitation specialists visit the school and liaise with the SENDCo to support visually impaired students to move around the school environment safely. They will provide risk assessments where needed e.g. for the playground, if a child has visual impairment.

Off-site Visits

All children have access to educational visits and reasonable adjustments are made to the best of the school's ability to allow for inclusion. For example, extra adult support and preparation to ensure the children can deal with the change in routine. This includes hiring wheelchair access coaches where appropriate and carrying out pre-visit risk assessments to ensure the child has been appropriately planned for. Teachers should be aware of any children with additional needs or medical needs and plan for them appropriately prior to going off-site, this may require a specific section on the risk assessment outlining procedures put in place to reduce the risk of injury, illness or harm.

Extra-curricular activities

All pupils at Avonwood have access to after school clubs including sport clubs and wrap around care. If needed staff that run these clubs will be made aware of children with a disability so that they can provide a suitable environment for them. Visiting groups are made aware of the needs of children with disabilities to ensure they are fully included in the activity.

Environment

Avonwood Primary School is extremely well designed and accommodating for people with physical disabilities, such as wheelchair users. The school is based on one ground floor level with no steps into the school or classroom. The corridors are wide enough for a wheelchair and remain clutter free for easy access. Furniture in classrooms can be adapted and rearranged as necessary to suit the needs of any children with wheelchairs or walking frames. The playground is also all on one easily accessible level. All classrooms have double doors opening out to the playground, which also act as fire exits. The school has been assessed by Dorset habilitation specialist to ensure no adaptations need to be implemented for children with visual impairment. They were pleased with the layout and accessibility of the school and approved it for the use of walking with a cane.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons, their parents, vision, hearing and mobility support, Physiotherapists, and Occupational Therapists.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copy available on request

Monitoring & Evaluating

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The school will use the information gathered by staff, parents and pupils to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

This plan must be updated every 3 years.

Annex A – Site Plan of Avonwood Primary School.

