



Accessibility Plan

2024-2026

| Policy Version Control | |
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| Policy type | LGB |
| Policy prepared by (name and delegation) | J Hunter Head of School |
| Last review date | Autumn 2025 |
| Description of changes | Reviewed progress towards targets |
| Date of LGB approval | 11.11.2025 |
| Date released | 12.11.2025 |
| Next review date | Autumn 2026 |

Purpose

With regards to the Equality Act 2010, which has superseded the Disability Discrimination Act (1995) and the Special Educational Needs and Disability Act (2001) since October 2010 there are two parts that are specifically relevant to the use of the school:

Education/training: ensuring any existing or potential users do not experience any discrimination, harassment or victimisation whilst accessing services provided by the school.

Employment: meeting the obligations imposed by the Act is seen as a 'reactive' duty in terms of addressing the needs of a disabled employee once their individual access needs are known.

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

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

Where recommendations have been made for staff areas, these represent the view that issues may need to be addressed following a work place assessment to establish the particular needs of an existing or future disabled employee. It is understood that currently there are no disabled staff members at the school.

The majority of visitors to the school are known to the staff therefore the service should take all reasonable steps to anticipate what access requirements members of the public (visitors/parents) may have when arranging an appointment, and ensure that management practices, policies and procedures, and the physical provision of the environment itself, do not unreasonably discriminate against disabled people.

It is reasonable to expect that some users or visitors to the school may be disabled as defined in the Equality Act 2010. In that respect, the comments and recommendations in this audit report are made in light of the best practice guidance, which would be suitable for all disabled users, visitors or members of staff. Lingfield Education Trust is committed to its duties to eliminate unlawful discrimination and to promoting the equality of opportunity for people with disabilities

Scope

The Accessibility Plan links to the Accessibility Audit and contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with other related policies and guidance documents.

Ethos and values

The Local Governing Body is fully committed to meeting the requirements of both the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Cognitive ability, memory, or ability to learn concentrate or understand
- Risk perception or physical danger

We are a fully inclusive school and respect and celebrate diversity and difference.

The Local Governing Body devolves responsibility to the Head of School to make any/all reasonable adjustments as necessary to the school and its infrastructure, so that:

- No person accessing the school site is served less favourably by way of their disability, or unable to access any necessary part of it.
- Any person with a disability is able to play a full and active part in all aspects of school life.
- Any pupil with a disability has equal and full access to all aspects of the curriculum and its delivery, as well as extra-curricular activities.
- No pupils' standard of attainment or achievement should be compromised because of disability.

Monitoring and Evaluation

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Governing Body and published on the school website.

At The Avenue Primary School, the accessibility plan will be monitored by the Head of School and evaluated by the Local Governing Body members. The Accessibility Plan is structured to complement and support a number of school policies.

Management and process

The accessibility plan will be managed and co-ordinated on a day-to-day basis by the SEND Team, Head of School and SLT, ensuring that:

- The individual needs of pupils will be assessed prior to admission to the school
- Relevant staff will work closely with parents/carers and other agencies to agree the most appropriate support for pupils with disabilities. Multiagency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.
- Every effort will be made to include pupils with a disability into all activities, and where possible, we may provide aids and devote additional resources to ensure this is the case.
- Any strategies put in place will be shared with those affected, monitored for effectiveness and adjusted accordingly as a result of changing circumstances.
- Information on the specific needs of pupils with a disability will be disseminated to all relevant staff either in hard copy, by email, or in person.

Physical Access

There is good physical accessibility to all parts of the school building. The building has the following features:

- Non-stepped or gradient ramp access/egress
- Adequate space in all areas
- Disabled access toilets and changing facilities in all teaching buildings
- Disabled access to communal and eating areas

This is further enhanced by:

- Assessing the safety needs for pupils and staff with a disability that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.
- Continually reviewing the environment of the school and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the school facilities.

The requirements of the DDA will be taken into account when planning any changes to the premises (including minor improvements) as we develop and expand the school facilities.

Organisation and Access to the Curriculum

The school has an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their disability. All pupils have access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need. We will also undertake the following actions:

- Developing an understanding of disability with all pupils through positive role models across the curriculum
- Avoiding using stereotypes
- Developing language that emphasises the person rather than the disability
- Continually reviewing our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and where this is not possible, provide learning experiences, which promote similar development of knowledge and understanding.
- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out by appropriately trained staff.

Improving information to pupils, staff, parents/carers and visitors

- Any learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing CPD will be given to staff in response to our self-evaluation and particular needs of needs
- Where there is a physical modification needed to improve information sharing (e.g. projector software for visual impairment, radio-aid for hearing impairment) we will work with relevant agencies to seek funding and train staff and pupils.
- We will accommodate parents/carers with a disability or other needs to the best of our ability by providing additional services as needed. e.g. ensuring that a text is provided in large print, allocating a key member of staff to communicate essential information where literacy is a barrier.

The Avenue Primary School – 3 Year Accessibility Plan 2023-2025

| Strand 1: Improving the Physical Environment Objectives | Actions | Outcomes | Monitored/Action by | Action By/When: |
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| All new build work and alterations to existing buildings will consider the needs of people with a disability and/or sensory impairment. | <p>Audit needs as part of any arising site works.</p> <p>Refurbish the Institute room in to a child well-being space for all children</p> <p>Further develop sensory room in nursery/reception</p> | School fully complies with Fire Regulations and Health & Safety Regulations. | School business manager and Head of School | Ongoing |
| Strand 2: Improving access to the curriculum Objectives | Actions | Outcomes | Monitored/Action by | Action By/When: |
| <p>Ensure all staff have full information about pupils needs.</p> <p>Ensure all staff are aware of the routes of enquiry should they need to access further information</p> | <p>Staff Training</p> <p>Update plans for children with a disability and incorporate diagnoses into SEN Support Plans /IEP's.</p> <p>Ensure that the classroom is optimally organised for disabled/medical/sensory pupils. Review transition arrangements to include earlier and continued links with Secondary SENCo's.</p> | <p>Remove barriers to learning and participation</p> <p>All staff are fully aware of pupil needs and updated with any changes. As a result of this, pupils' needs are effectively met.</p> <p>All pupils with a disability have full access to the curriculum to ensure they are making progress in line with their personal targets.</p> | SENDCo Phase Leaders Deputy Head Head of School | Termly reviews by class teachers. |
| Review and update training for specific learning barriers | <p>Specific training given to staff to ensure all children's needs met</p> <ul style="list-style-type: none"> • Autism • Dyslexia • Down Syndrome | This will ensure all children have access to the curriculum adapted according to their needs and that staff will full adverse to fulfilling these requirements. | SENDCo | Termly reviews by class teachers. |

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| Consider the roles of staff and ensure all teachers are fully skilled in differentiation for pupils with a disability | <p>The roles and deployment of staff are reviewed annually in line with Job descriptions, performance management and career progression.</p> <p>Provision of CPD on learning difficulties and disability, CPD</p> <p>Monitoring through work scrutiny (Ongoing)</p> | Removal of all barriers to learning and participation; Staff are confident fulfilling the roles for which they are employed and all pupils with a disability have appropriate differentiation and are making expected progress. | SENDCo | Termly reviews by class teachers. |
| Ensure test papers are appropriately adapted when required | To adapt test papers in line with the regulations set out in the DFE publications to ensure all children have equal access to the tests. | All children have equal access | SLT | Annual basis in time for statutory assessments |
| Strand 3: Improving provision of information to all stakeholders | Actions | Outcomes | Monitored/Action by | Action By/When: |
| Improve accessibility of information available to parents/carers | Update website with easier interface and improved accessibility | All stakeholders will be able to access the information they require. | Head of School | Annually |
| Ensure medical needs of pupils are fully understood and plans are in place for them. Plans are understood by all Staff. | <p>Annual audit of medical needs</p> <p>Identify and implement training plan for first aiders and named key workers.</p> <p>Follow care plans for pupils with significant medical conditions</p> <p>Regular medical training for First Aid, allergies, epilepsy and asthma.</p> | <p>All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively.</p> <p>Staff training is implemented at least annually or as necessary.</p> <p>All procedures are followed effectively.</p> | Head of School SENDCo | Ongoing |
| Strand 4: Equality Act / Public Sector Equality Duty - Whole school actions | Actions | Outcomes | Monitored/Action by | Action By/When: |

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| Review of The Avenue Primary School Policies E.g., Accessibility | All policies to reviewed annually or when specified, and approved by Local Governing Body/Trust Board | Policies in place which support pupils/staff/parents/carers | Relevant staff across school | Trust Board/Local Governing Body |
| Equality Curriculum Policies | Circulate to Governing Body before wider circulation and publication | Policies to be fully implemented in all aspects of school life | | |
| Data collection, monitoring evaluation, implementation | Typical information to consider: Provide parents/carers with information in various formats. | Improved communication with parents/carers. | | Local Governing Body |