Accessibility Plan

2026-2029

Policy Version Control	
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Policy prepared by (name and delegation)	J Hunter Head of School
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Description of changes	Reviewed progress towards targets
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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With regards to the Equality Act 2010, which has superseded the Disability Discrimination Act (1995) and the Special Educational Needs and Disability Act (2001) since October 2010 there are two parts that are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: The school is committed to anticipating and meeting the needs of disabled pupils, staff, parents and visitors through reasonable adjustments, inclusive practice and the proactive removal of barriers to participation.

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 workplace assessment to establish the particular needs of an existing or future disabled employee. The school will work with any current or prospective member of staff to identify and implement reasonable adjustments where required.

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 their peers. 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 where every child is valued, supported and encouraged to thrive. We celebrate diversity, promote belonging and are committed to removing barriers that may prevent any pupil from fully participating in school life.

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 polices.

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 SEND and 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 in 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 school recognises that accessibility extends beyond physical access and includes sensory, communication, emotional and wellbeing needs. Learning environments will be reviewed regularly to ensure they support all learners effectively. 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. Through high-quality adaptive teaching, reasonable adjustments and targeted support, pupils are enabled to access an ambitious curriculum and achieve well from their individual starting points.

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

- The school will seek to ensure that digital communications, website content and published information are accessible to all users and available in alternative formats where required.
- 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 area 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 2026-2029

Strand 1: Improving the Physical Environment	**Actions**	**Outcomes**	**Monitored/Action by**	**Action By/When:**
Further develop learning environments to meet the sensory, communication, physical and wellbeing needs of all learners.	- Continue development of the Nest provision. - Review accessibility of all learning spaces annually. - Extend sensory and regulation spaces throughout school. - Ensure all future refurbishment projects consider accessibility from the planning stage. - Develop outdoor learning environments to support pupils with SEND and SEMH needs.	- All learning spaces are fully accessible and inclusive. - Pupil voice indicates that children feel safe, comfortable and supported. - Environmental audits identify minimal accessibility barriers. - Increased use of adaptive and sensory resources.	School business manager and Head teacher	Ongoing
Strand 2: Improving Access to the Curriculum	**Actions**	**Outcomes**	**Monitored/Action by**	**Action By/When:**
Ensure every pupil can access an ambitious curriculum through effective adaptation, high-quality teaching and targeted support.	- Enhance staff expertise in adaptive teaching. - Deliver a rolling CPD programme linked to SEND, communication, trauma-informed practice and neurodiversity. - Further develop the curriculum offer within the Nest. - Ensure technology and specialist resources are used effectively. - Strengthen transition arrangements between phases.	- Pupils with SEND achieve well from their starting points. - Staff demonstrate confidence in adapting learning. - Increased pupil engagement and participation. - Strong progress and attendance outcomes for pupils with additional needs.	SENDCo Phase Leaders Deputy Head Head Teacher	Termly reviews by class teachers.

Strand 3: Access to Information and Communication	Actions	Outcomes	Monitored/Action by	Action By/When:
Ensure school information is accessible, clear and inclusive for all stakeholders.	• Review website accessibility annually. • Increase use of visual communication and alternative formats. • Provide translated materials where required. • Develop use of digital communication tools to support families. • Review parental engagement with key school communications.	- All families can access key information effectively. - Parent surveys indicate high levels of satisfaction with communication. - Website accessibility standards are maintained. - Communication barriers are identified and addressed promptly.	Head Teacher	Annually
Strand 4: Inclusion, Participation and Belonging	**Actions**	**Outcomes**	**Monitored/Action by**	**Action By/When:**
Ensure all pupils, particularly those who are disadvantaged, vulnerable or have additional needs, fully participate in all aspects of school life.	• Monitor participation in clubs, trips and leadership opportunities. • Remove financial and practical barriers to participation. • Extend pupil leadership opportunities. • Track attendance and engagement of vulnerable groups. • Promote positive representation of disability, diversity and protected characteristics through the curriculum.	- Participation rates are equitable across groups. - Attendance of vulnerable groups improves. - Pupils report a strong sense of belonging. - All children regularly access enrichment opportunities. - Gaps in participation are reduced or eliminated.	Head teacher	Termly and report on SEF

Strand 4: Equality, Safeguarding and Wellbeing	Actions	Outcomes	Monitored/Action by	Action By/When:
Promote a culture where diversity is celebrated, wellbeing is prioritised and pupils are equipped to stay safe and thrive.	• Maintain strong safeguarding awareness. • Deliver high-quality teaching around protected characteristics. • Promote positive mental health and resilience. • Strengthen work around online safety and digital citizenship. • Celebrate diversity through assemblies, curriculum and enrichment.	- Pupils demonstrate a strong understanding of equality and diversity. - Pupil surveys show that children feel safe and included. - Safeguarding audits remain strong. - Personal development continues to be a significant strength of the school.	Head Teacher SENDCo	Ongoing