

Accessibility Plan

Avonwood Primary School
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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 Equality Act 2010 defines disability as “a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities”.

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 developed in consultation with pupils, parents, staff, governors and the Local Authority, and will inform and complement other school policies, procedures and development plans.

In accordance with the requirements of the Equality Act 2010, the Governing Body is committed to ensuring that disabled pupils are not disadvantaged and can access education and school life on an equal basis with their peers. The school recognises its duty to make reasonable adjustments and to plan proactively to improve accessibility for disabled pupils, staff, parents and visitors.

This Accessibility Plan sets out how Avonwood Primary School will continue to improve accessibility in the following three key areas:

a) Increasing access to the curriculum for disabled pupils, including teaching and learning, educational visits, extra-curricular activities, clubs, sporting opportunities and the wider life of the school.

b) Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and visitors can access education and associated services.

c) Improving the availability of accessible information for disabled pupils, parents and visitors, including providing information in alternative formats where appropriate and ensuring communication is accessible to all.

The school will review accessibility arrangements regularly and take reasonable steps to identify and remove barriers that may prevent full participation in school life. Progress against the objectives within this plan will be monitored by school leaders and governors and reviewed annually.

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 use adaptive teaching strategies and reasonable adjustments to ensure all pupils can access learning.

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.

Children receiving SEN Support or who have an EHCP will generally have a Pupil Passport. Some disabled pupils may not require SEND documentation where needs are fully met through ordinarily available provision and high-quality adaptive teaching.

A variety of interventions and provision takes places 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 or 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 adaptions 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

Under the Equality Act 2010, Avonwood Primary School is committed to making reasonable adjustments to ensure that disabled pupils, parents, staff and visitors are not placed at a substantial disadvantage compared with their non-disabled peers. The school aims to provide equitable access to the curriculum, information, physical environment, facilities, services and all aspects of school life. The school recognises its duty to anticipate potential barriers to participation and, where reasonable, take steps to remove or reduce these barriers.

When planning and implementing reasonable adjustments, the school considers the needs of current and prospective pupils, staff, parents and visitors. Adjustments are determined on an individual basis and are made in partnership with the child, their family and relevant professionals. Where appropriate, the school will seek advice and support from specialist services, including Vision and Hearing Support Services, Physiotherapists, Occupational Therapists, Educational Psychologists, Health Professionals and the Local Authority, to ensure that disabled individuals can fully participate in school life and achieve the best possible outcomes.

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 seek the views of disabled pupils and their parents when developing, evaluating and reviewing accessibility arrangements.

The Accessibility Plan will be reviewed annually by the Headteacher, SENDCo and Governing Body and fully updated every three years.

Annex A – Site Plan of Avonwood Primary School.

