

## AVENUE JUNIOR SCHOOL ACCESSIBILITY PLAN 2019 – 2021

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Annual Basis</b>	<b>School plans increasing access for disabled pupils and visitors by completing twice yearly health and safety visits for identifying barriers to access, and improving internal and external provision or as new pupils with needs start the school</b>	<ul style="list-style-type: none"> <li>◆ Consultation takes place with staff and governors on checklists</li> <li>◆ Accessibility issues considered within all development projects</li> <li>◆ Head teacher to assess the needs of all new starters throughout the year in conjunction with the SENDCO and new arrivals coordinator.</li> <li>◆ Induction Loop to be fitted in reception</li> <li>◆ Consult with parents of children with physical disabilities to ensure needs are met and ideas for further improvement</li> </ul>	<ul style="list-style-type: none"> <li>◆ Results incorporated into action plan</li> <li>◆ Governors informed at termly meetings of accessibility issues</li> <li>◆ Any new works facilitate access for all</li> <li>◆ Reasonable adjustments made as soon as possible in light of new arrivals/ before the start of new arrivals with specific needs</li> <li>◆ Parents and children with hearing needs are supported</li> <li>◆ Annual questionnaire for parents &amp; differentiated exit survey</li> </ul>	<p>Annual / on-going</p> <p>Loop fitted as part of refurbishment works to make the office more accessible (Spring 2020)</p>	<ul style="list-style-type: none"> <li>◆ Barriers to access identified</li> <li>◆ Staff and Governors aware of issues involved and strategies to tackle them</li> <li>◆ All children and parents able to fully access all areas of the school</li> </ul>
	<b>Disability equality awareness training updates as new legislation or case law dictate Training on implications of the Children and</b>	<ul style="list-style-type: none"> <li>◆ Staff induction procedures include reference to disability equality issues</li> <li>◆ Staff training updates include new accessibility information, as it becomes</li> </ul>	<ul style="list-style-type: none"> <li>◆ Areas for training identified</li> <li>◆ Induction procedures regularly updated</li> <li>◆ Training takes place as required</li> </ul>	<p>On-going</p>	<ul style="list-style-type: none"> <li>◆ Staff team awareness raised and staff better prepared to increase access to curriculum and</li> </ul>

<b>Families Act 2014</b>	available			building
<b>Availability of written materials in different formats</b>	<ul style="list-style-type: none"> <li>◆ School makes itself aware of services available through LA for converting written materials into alternative formats</li> <li>◆ Advertise annually the availability of school documentation in alternative formats via newsletter</li> <li>◆ Parent/carer surveys to determine need</li> </ul>	<ul style="list-style-type: none"> <li>◆ When needed, the school provides written materials in alternative formats</li> <li>◆ SENCO to advise to pupils' individual needs</li> <li>◆ EAL leader to advise re parents needs</li> </ul>	On-going	<ul style="list-style-type: none"> <li>◆ Delivery of information to disabled pupils and visitors improved</li> </ul>
<b>Training on differentiating the curriculum to reflect where reasonable adjustments are necessary</b>	<ul style="list-style-type: none"> <li>◆ Focus on where there are additional requirements in order to enable reasonable adjustments to take place</li> <li>◆ Monitor impact of inclusion of children with disabilities and SEN where on-going accessibility for an individual might have a detrimental impact on accessibility for others in the class (e.g. a teacher changing their teaching style in a particular class)</li> <li>◆ Refine role of SENCO to ensure effective monitoring of children on the SEN register</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers planning shows lessons are differentiated for access at both ends of the ability range</li> <li>◆ Effective tracking of all children with SEND needs</li> <li>◆ Effective analysis of data to show gaps in achievement &amp; an action plan to address this</li> </ul>	One year / on-going	<ul style="list-style-type: none"> <li>◆ Increase in access to the National Curriculum for all pupils</li> </ul>

<p><b>Specific building needs</b></p>	<p><b>School improves access to designated areas and the curriculum over successive years</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Planned use of minor capital delegated resources and discussion with the LA about available funds</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>School's entry/exit areas will remain fully accessible and further improvements considered with all new works</b></li> <li>◆ <b>Investigation into better access to main hall doors from upper school (possible replacement of doors)</b></li> <li>◆ <b>All specialist areas (eg Cooking etc) are made wheelchair accessible</b></li> <li>◆ <b>Outside area provision reviewed re seating</b></li> <li>◆ <b>Signage for visual impairment improved around school</b></li> <li>◆ <b>Toilet facility provision review</b></li> <li>◆ <b>Replacement of any sinks in classrooms that do not meet needs</b></li> <li>◆ <b>Fire exit adjustments as necessary to support individual needs</b></li> </ul>	<p><b>On-going</b></p> <p><b>By end of 2020 (match funding to be secured from LA)</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Physical accessibility of school optimised</b></li> <li>◆ <b>Equality of access to curriculum for all</b></li> </ul>
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