



# **Avenue Junior School Accessibility plan 2021 – 2024**

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school strives to be a welcoming and inclusive school where our values of respect, resilience and aspiration are shared by the whole community. We aim to treat all our pupils, families and staff fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Insert information relating to any local authority, trust or federation procedures here. (link to local offer)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and governors of the school].

### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved and reviewed by the Full Governing Body.

#### **4. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	REVIEW
<b>Increase access to the curriculum for pupils with a disability</b>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	All children with disabilities (including 'hidden' disabilities) are identified early so that adaptations can be made	Transition documentation (entry to the school and transition to next school) is adapted to include section on accessibility	SENDCO, year group leads  SENDCO, class teachers, assessment lead, HT SENDCO & HT	Annually in preparation for September and as children join the school	
		Children with disabilities make good progress	Professional advice sought as necessary for adaptations  Regular monitoring of planning/ to ensure needs of children are being met  Regular tracking of specific groups of children/SEND support plans reflect needs		Termly tracking	
		Children with disabilities are represented positively in resources across the school	Audit of staff training needs related to accessibility & organisation of appropriate training		Autumn term 2021	
		Resources are appropriate for the needs of all children including those with disabilities	Audit of library/classroom books to identify further needs/spend  Class teachers to ensure each	Librarian  Class teachers with support from SENDCO	August 21  For September or when a child	

			September (or when new children arrive) that resources are inclusive and meet any individual needs		joins the class/parent joins the school	
<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils and parents as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width and ease of access – removal of obstructions</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Some library shelves at wheelchair-accessible height</li> <li>• Handrails</li> <li>• Ensuring the playground is secure and safe for all needs</li> </ul>	<p>To ensure any alterations to the building take into account accessibility issues</p> <p>Classroom environments are organised to support any additional needs</p> <p>Adaptations to the school environment will be made as necessary to meet the needs of all pupils, staff and parents</p>	<p>Office refurbishment to include</p> <p>Hearing loop</p> <p>Lowered reception windows</p> <p>Class teachers with support of the SENDCO to plan for September and review as necessary</p> <p>Regular reviews/transition discussions</p> <p>Questionnaire to parents</p> <p>On appointment to the school individual needs of staff are discussed and arrangements made as necessary.</p> <p>Views of children are gathered/ lesson re accessibility</p>	<p>H &amp; S manager/HT and Surveyor</p> <p>Teachers and SENDCO</p> <p>SLT &amp; Teachers/SENDCO</p> <p>SENDCO/SLT</p> <p>SENDCO/Class Teacher</p>	<p>Summer 21 for office work</p> <p>Yearly for September</p> <p>As needed</p> <p>Summer 2021/annual basis</p> <p>Summer 21</p>	

<b>Improve the delivery of information to pupils and parents with a disability</b>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Improve signage in school so that it is appropriate for individuals with visual impairment/learning disabilities (ie braille, images)</p> <p>All communication is in user friendly language</p>	<p>Quotes sought for permanent signage.</p> <p>Communication should avoid educational jargon and acronyms.</p> <p>Staff to identify which format is the best to communicate with parents eg parents with a learning disability may prefer verbal communication in order to understand newsletters etc</p>	<p>Deputy Head of School/ advice from SENDCO</p> <p>SLT &amp; class teachers/ Advice from SENDCO where necessary</p>	<p>21 – 22</p> <p>ongoing</p>	

