

Policy Date:	August 2022	Version: 1.1		
Policy Review Date:	August 2025	Mrs Louise Underwood (Head Teacher)		30.08.2022
Adopted by Governing Body:				
Chair of Governors		Mrs Cathy Brown		30.08.2022



AVENUE PRIMARY SCHOOL ACCESSIBILITY PLAN 2022-2025



Background:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Head/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

School Context:

We are a Maintained Primary school (Local Authority: Leicester) for children aged 3 to 11 years. The school comprises of two linked buildings covering a good size site over three levels. The school has been extended and modernised with access arrangements kept at the forefront of any works carried out. Four out of the five entrances are wheelchair accessible. We have two disabled toilets, one in reception and one in the year 5 cloakroom area. In foundation stage / Nursery area, we have disabled facilities for showering, changing and toileting. All doors into and within the school are wide enough for wheelchair use.

School Aim and Visions:



Our School Motto:

"Where learning springs to life..."

"A Happy Place For Learning"

An Inclusive Framework:

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- Keeping Children Safe in Education (2019)
- Safer Working Practices (Revised: 2019)

Priorities and Planning:

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Head teacher
- SENCO
- SEND Governor
- Site Manager School Business Manager

Audit:

This was undertaken before the compiling of this plan and shows a reflection of the population of the school at this time. We understand that this is an ever-changing population and will review this information annually to ensure that it is representative of the population each year. Disability is primarily associated with Cognition and Learning Needs (e.g. Dyslexia and Dyspraxia); Speech, Language and Communication Needs (e.g. Autism); Social, Emotional and Mental Health Needs (e.g. ADHD); Physical and or Sensory Needs, and Medical Needs.

SEND	Cognition and Learning Needs	Speech, Language and Communication Needs	Social, Emotional and Mental Health Needs	Physical and / or Sensory Needs	Medical Needs
Pupils	23	29	28	5	1
Employees	0	0	1	0	2
Parents / Visitors (if known)	None Known	None Known	None Known	None Known	None Known

School: Avenue Primary School

Accessibility Plan

Date: August 2022 – August 2025

Area for improvement <i>Include here areas where the school will be improving under the 3 headings</i>	Action to take <i>What do we need to do to make this happen?</i>	Resources <i>What resources we will need to do this in time and money?</i>	Responsibility <i>Who will lead on this and who else is involved?</i>	Timescale <i>When we will do this N.B.: some targets may be short, medium or long term</i>	Monitoring <i>How we will monitor whether we have made the improvements in the areas we planned</i>
Access to and participation within the curriculum					
Short Term: To ensure that all teachers have an up to date knowledge of the types of disabilities they might need to cater for.	SENCO to undertake a training audit and to plan appropriate training as a result.	Time. Budget: visiting speaker (approx. £500).	Head teacher / SENCO.	Ongoing as needs arise / change.	
Medium Term: To ensure that all out of school activities, with particular reference to residential visits, are planned to promote participation and independence of all pupils.	Head and leaders of residential visits to plan for children who may have physical disabilities which would require specialist input for them to participate fully in all activities. Staffing ratios to be adjusted accordingly. All day trip visits to be planned so that all children can participate fully.	Time. Staffing (Teacher: £200/day; TA: £70/day).	Head teacher / SENCO. / Class teachers.	Ongoing as needs arise / change.	
Long Term: To investigate the Inclusion Quality Mark.	To begin to implement criteria relevant to the school being awarded the Inclusion Quality mark.	Time.	Head teacher / SENCO. / Class teachers.	By July 2024.	

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Access to the physical environment					
Short Term: To ensure classrooms have appropriate equipment to promote independence and inclusion.	Children who need special equipment or adaptations to existing provision will be identified. Where necessary, specialist input will be sought and their advice will be acted upon. The classroom layout will be adjusted to accommodate any adaptations if necessary.	Time. Budget: equipment.	SENCO / Class teachers.	Ongoing as needs arise / change.	
Medium Term: To investigate appropriate equipment for areas of learning outside the classroom.	To look at providing appropriate seating in the dining hall and to be aware of how physical difficulties may impact on areas such as PE. Provide specialist equipment under the guidance of the appropriate outside agency.	Time. Budget: Equipment.	Head teacher / SENCO.	Ongoing as needs arise / change.	
Long Term: To improve facilities to support SEMH needs.	Plan refurbishment works in the Tower.	Time. Budget: £2000.	Head teacher / SENCO.	July 2024	

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Availability of accessible information					
Short Term: To provide alternative methods for accessing written information.	Provide written information in alternative formats as and when required.	Time to translate to alternative formats.	Head teacher.	Ongoing - as and when necessary.	
Medium Term: To ensure that all staff have up to date knowledge on the disabilities we have in school and how they can best support them.	Arrange training courses where necessary. Ensure that all staff have an up to date list of alternative methods of providing and accessing written information.	Time. Budget: visiting speaker (approx. £500). Tier 1 ASD Training	SENCO.	Ongoing as needs arise / change.	
Medium Term: To ensure all staff have an up to date knowledge and training in Mental Health First Aid	January 2019: Rebecca Rowe Trained as a Mental Health First Aider. April 2019: Rebecca Rowe completed the 7-day Mental Health First Aid Trainer Training. August 2019: 16 staff complete the two-day Mental Health First Aid Course Further Staff to be trained throughout the year by Rebecca	Time Budget: £5000	Head Teacher Governors Rebecca Rowe (Lead Mental Health and Wellbeing)	Summer 2023	
Long Term: To provide school brochures, newsletters	Make sure that information provided is in Dyslexia friendly formats. Offer large print or	Time to translate to	Head teacher / Governors / SENCO.	As and when necessary.	

and other information in alternative formats for parents.	Braille if necessary. Ensure that parents understand that they can ask for any information in alternative formats.	alternative formats.			
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