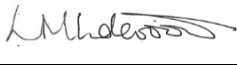


Policy Date:	June 2023	Version: 1.3		
Policy Review Date:	June 2025	Mrs Louise Underwood (Head Teacher)		1.6.2023
Ratified by Governing Body:				
Chair Of Governors:		C Brown		5.6.2023



Avenue Primary School Accessibility Plan 2023- 2025



Introduction

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:

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

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

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that our 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.

Discrimination

'A responsible body' discriminates against a disabled person if:

- For reasons which relate to his / her disability, it treats them less favourably than it treats or would treat others to whom the reason does not or would not apply, and
- It cannot show that the treatment in question is justified.

In line with the Disability and Discrimination Act (2001) School Practice, provision is guided by the Disability and Discrimination Code of Practice for Schools.

Visions and Values

Avenue Primary School aims to uphold a positive, non-discriminatory approach to disability, as part of its commitment to equal opportunities to primary education and will focus on removing barriers in every area of the life of the school.

Admissions

Admissions to Avenue Primary School follow LA admissions procedures. We will not discriminate against any child with a disability and will take all reasonable steps to provide effective educational provision and appropriate modification to the building where necessary.
(see admission policy)

Pupil Data

As a school we monitor and uphold records of pupils who are included in the DDA definition of disability – this is accessible upon request. We consult with local nurseries to gain advance information of pupils with a statement who may also be disabled and through parents who register direct at the school.

Further information regarding the presence of disabled pupils in the school and the pattern of their participation in the life of the school can be found in their individual folders.

Suspensions / Exclusions

LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent.

Curriculum and Life of the School

At Avenue Primary School, we ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled in accessing the curriculum, daily routines, extra curricular activities and school facilities.

The school recognises its duty to take reasonable steps or adjustments for all disabled pupils, and the school will therefore anticipate needs. The school recognises its duty to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the school will take into account the LA's accessibility strategies, the school's own resources, the health and safety of all pupils, the practicalities of making adjustments and the need to maintain standards for all pupils.

The school will take proactive steps to promote disability equality for pupils, employees and service users and has a Disability Non-Discrimination policy that is reviewed every two years. We endeavour to make the curriculum more accessible by following the good practice detailed in:

- Admissions Policy
- Equal Opportunities Policy
- Special Educational Needs Policy
- Race Equality Policy
- School Property Plan
- School Improvement Plan

Complaints Procedure

If there are any complaints relating to provision for disabled children, these will be dealt with in the first instance by the Headteacher. The Chair of Governors and/or LA (Children and Young People's Services) may be involved at this stage, if necessary. In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal. (SENDIST)

Monitoring

The governors will monitor this policy on a regular basis to ensure no pupil is placed at a substantial disadvantage or treated less favourably; they will monitor the success of the policy and the accessibility plan by the low number of parental concerns raised.

Review

As a working document this document will be subject to continuous updating when necessary and will be reviewed every two years by the governing body

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are our classrooms optimally organized for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical activity?	✓	
Do we provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

SECTION 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, halls, library and playgrounds – allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components? (PEEPS evacuation risk assessment must be completed for any disabled individual)	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

SECTION 3: How does our school deliver materials in other formats?

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, visualisers and describing diagrams?	✓	
Do we have the facilities such as IT to produce written information in different formats?	Large print but no access to Braille	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

DDA Initial Assessment Framework

1. Name of School: Avenue Primary School

2. What additional facilities are available in school, for disabled individuals, under the following headings:

General Physical Access

	Throughout		Part		None	
• Lift	☐				✓	
• Stair lift		☐		☐		✓
• Ramps		☐		✓		☐
• Handrails	☐		✓		☐	
• Wide Doorways		✓		☐		☐
• Automatic Doors	☐		☐		✓	
• Accessible toilets	✓		☐		☐	
• A changing bench for toileting	☐		✓		☐	
• Hoists						
○ Moveable		☐		☐		✓
○ Fixed		☐		☐		✓

Others – please specify

SECTION 3 – Main School Entrance and Reception					
		Yes or N/A	Partial	No	Your Comments
3.1	Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level) ('Yes' = level; 'Partial' = 1 step; 'No' = several steps at the entrance and no alternative ramp)	✓			
3.2	If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.) ('Yes' = adequate; 'Partial' = minor changes required; 'No' = substantial adaptations required)	✓			
3.3	If there are steps, are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step) ('Yes' = adequate; 'Partial' = minor changes required; 'No' = substantial adaptations required)	✓			

SECTION 4 – External Areas					
		Yes or N/A	Partial	No	Your Comments
4.1	Do routes between buildings provide independent access for wheelchair users? (If 'Partial' or 'No', please comment on areas for improvement)	✓			
4.2	What proportion of building entrances have level access for wheelchair users? ('Yes' = >75%; 'Partial' = 25 – 75%; 'No' = < 25%. Please comment on areas for improvement)	✓			
4.3	Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas etc.) ('Yes' = all; 'Partial' = some; 'No' = none)	✓			

SECTION 6 – Emergency Evacuation Plan					
		Yes or N/A	Partial	No	Your Comments
6.1	What proportion of your building(s) are easy to evacuate by people in wheelchairs? ('Yes' = >75%; 'Partial' = 25 – 75%; 'No' = < 25%. Please comment on areas for improvement)	✓			
6.2	Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users? (Please note areas for improvement)	✓			
6.3	If you have upper floors, are there means to ensure the evacuation of people with mobility impairments? ('Yes' = adequate; 'Partial' = minor changes; 'No' = substantial adaptations – please give comments)	✓			

Targets	Strategies	Outcome	Timeframe
To continually assess the school's strengths and weaknesses in working with disabled pupils.	- To ensure all staff are aware of what the DDA requires of them. - To assess areas of the curriculum to which disabled pupils may have limited access at the moment. - To assess the participation of disabled pupils in extra curricular activities.	To assess any information gained and analysed to inform possible recommendations.	Ongoing
Teachers and teaching assistants undergo training in behaviour management strategies as required.	Invite the SEMH team to provide INSET training and surgeries to train staff as required	Teachers and teaching assistants able to meet better the requirements of disabled pupils' needs with regards to personalised learning.	Ongoing
Ensuring the school takes proactive steps to promote disability equality for pupils, employees and service users.	Seek advice from LA regarding the implementation of an effective disability equality scheme.	School tackling disability discrimination in a practical way.	On-going
Pupil lifting and handling training for staff	Identify key staff –seek training provider allocate training budget	Staff trained in safe movement of non ambulatory pupils	Cycle of staff
Whole staff training in Team Teach positive handling strategies for managing pupils with challenging behaviours	Plan with Local Authority SEMH team as required	Safe handling of pupils. Systems to record, and review events are developed and secure. Pupils with challenging behaviours are supported and	On-going, review cycle.

		risk of exclusion is reduced.	
targets	strategies	outcomes	Time frame
Monitor policy on the administration of medicines in school Train staff as required.	Refer to DCFS and LA advice re law and practice. Seek school health professionals advice + training	Inclusive, reasonable safe documented actions are established for pupils with medical needs requiring the administration of prescribed medicines. Policy written and approved.	Staff training and a review cycle
Keep up to date TA First Aid training Relevant staff receive specific training for the relief of allergic reactions in named children. Relevant staff may be trained to administer prescription medicines following the use of prescription medicines in school policy(see above)	List of trained personnel kept and monitored by office staff. TAs to advise. Records are made of all injuries and treatments	TAs are trained and available to manage first aid needs throughout the extended school day. Quick and accurate response is available for named pupils who have identified allergies. Pupils needing long term medication for the maintenance of their condition are fully included.	Annual cycle
Make, monitor and maintain computer use and e safety policies . Identify and apply appropriate filters	Seek pupil, parental and staff responsibility and commitment Monitor through the server	Safe and appropriate use of web based resources including local and social networks	Policies reviewed and evaluated bi-annually to incorporate new developments as identified