



**Accessibility Plan (17b)
(Whole School including EYFS)**

2019 – 2022

This Accessibility Plan has been drawn up in consultation with the Governors and staff of the School and covers the period from May 2019 to April 2022. The plan will be kept under review during this period and will be revised as necessary.

Avon House School is committed to providing a fully accessible environment that values and includes all pupils, staff, parents and visitors. We are committed to challenging attitudes about disability and accessibility and to foster a culture of tolerance and inclusion. This plan is mindful of the requirement laid out in Schedule 10 of the 2010 Equality Act where schools in England and Wales must prepare

1. (a) an accessibility plan;
(b) further such plans at such times as may be prescribed.
2. An accessibility plan is a plan for, over a prescribed period
 - (a) increasing the extent to which pupils with disability can participate in the school's curriculum,
 - (b) improving the physical environment of the school for the purpose of increasing the extent to which pupils with disability are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
 - (c) improving the delivery to pupils with disability information which is readily accessible to pupils who are not disabled.
3. The delivery in sub-paragraph (2)(c) must be
 - (a) within a reasonable time;
 - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible to make academic and social progress. The educational and general standards for all its pupils are commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

Parents of a prospective pupils with disability are asked to disclose information about the disability at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.



One of the obvious problems which the school has (in common with many other schools) is its lay-out which consists of four buildings of up to two stories and without lifts, which have undergone development since the school was founded. Another is the system, again common to many schools, of having fixed classrooms for certain subjects, based on the valid grounds of having all the facilities for one subject in one place and for particular year groups based on the need of having all appropriate furnishings and resources in the same place. This can require pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. It is not hard to conclude that any pupil with limited or impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost.

Admissions

Pupils will not be prevented from entry due to disability although specialist advice will be sought in relation to the school's ability to make reasonable adjustment that will be to the advantage of the prospective pupil concerned, particularly in the case of pupils with severe mobility or sensory difficulties. Whilst pupils are not ability tested at the point of entry into the Early Years Foundation Stage, pupils entering Year 1 and above are routinely subject to in-class assessment and if needed specialist teacher assessment.

Physical lay-out of the School

The main entrance for pupils is at ground floor level with no steps. Early Years classes can also be accessed without encountering any steps.

There is no wheelchair access to classrooms on the first or second floors or to the Art or ICT rooms situated in The Feldman Building (490) (these rooms cannot be resited without significant redevelopment of the school site. Classrooms could be changed around to accommodate a pupil with a disability.)

Emergency signage around the school is all in place. To ensure that disabled pupils may access written information, we will facilitate the posting of signage and important notices at appropriate heights as needed. Notices in braille will be installed as required. Classes who may have a child with a disability are sited on the ground floor with access to ground floor toilets. The school has a portable ramp should it be required to access buildings with steps.

There are currently no hearing loops installed within the school.

The school recognizes the resources that are available through the DfE to help make reasonable adjustments to assist with accessibility of the school.

- Ensuring a good education for children who cannot attend school (2013)
- Supporting pupils at school with medical conditions (2014)
- Supporting children who are bullied (2014)
- Mental health and behaviour in school (2014)



It is acknowledged that there will be the need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter. The Accessibility Plan can be read with the following policies, strategies and documents:

- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs Policy
- Curriculum Policy
- Behaviour Policy

Education

Access will be provided through the following clauses of the school's special needs policy to allow pupils with special education needs to participate in the curriculum as led by Mrs Wratten (SENcO), Mrs Telling (Head of Pre-Prep) in Pre-Prep and primarily EYFS.

1. Implementation of policy – pupils requiring extra support whether on the Special Needs register or not may currently receive this in one of the following ways:
 - To allow for pupils with a diagnosis to attend speech and language sessions with a specialist during school hours. The school also has a close relationship with The Sheila Ferrari Dyslexia Centre and where appropriate pupils' parents are encouraged to seek additional support of this professional body.
 - Pupils with EAL coming into Early Years join a structured phonetic course in language development whilst staff liaise with parents with advice about encouraging the use of English at home. The school has successfully integrated numbers of pupils with EAL in this matter and staff have attended appropriate training. Pupils may be withdrawn from mainstream English for specialist lessons and where appropriate will be provided with an IOP following consultation with the SENCO.

2. Implementation of policy - behavioural and emotional support. The school will seek to offer support in various ways:
 - Liaison with parents
 - Pastoral care through the house system
 - School Counselling through Brentwood Catholic Trust
 - The implementation of a behavioural management plan as part of an individual educational plan using appropriate incentives and positives reinforcements (co-ordinated by Mrs Wratten school SENcO).
 - Circle of Friends
 - To co-operate with outside agencies in the formation and management of individual outcome plans and appropriate strategies for the pupil's difficulties.



3. Implementation of policy – medical support and increasing the extent to which disabled pupils can participate in the school’s curriculum. The Head Teacher and Welfare Officer will lead the school as it seeks to offer support in the following ways:
- To maintain a copy of all relevant medical matters in the medical files
 - To ensure that all matters appertaining to medical or physical need as divulged by parents on admission joining papers are relayed to all staff concerned.
 - The school recognises disability for medical reasons as a special need and will operate the following measures in conjunction with specialist advice sought and received and the contents of any IOPs.
 - Hearing Loss: if pupils can lip read, they shall be placed in close proximity to the teacher who will ensure good eye contact. If necessary staff will make use of amplification devices wired into pupils’ ear receivers. Staff will ensure that pupils have access to copies of notes provided in class. The school will seek to liaise with the LEA for the provision of a suitably trained LSA to support the pupils around the school.
 - Sight impairment: arrangements will be made that as far as is possible pupils who are partially sighted are maintained in the same classroom to which they have easy access.
 - Immobility (either permanent or transient): arrangements will be made that as far as is possible pupils who are immobile are maintained in the same ground floor classroom to which they have easy access. This would need to be the classroom by the cookery room.
 - Allergic reactions (eg. to nuts): Records are kept from disclosure on the school’s medical forms received at the point of entry of pupils with allergies and are shared with the caterers. Staff have been trained in the application of epi pens which are kept for this purpose in school as provided by the parents.
 - Asthma: arrangements will be made that as far as is possible pupils are responsible for administering their own medication ie. Ventolin inhalers. It is the responsibility of all staff to ensure that pupils have their own medication when off site. Supporting medical care plan is required and an awareness sheet completed.
 - Epilepsy: arrangements will be made that as far as is possible pupils who suffer from epilepsy will be supported by the school.
 - Diabetes: arrangements will be made that as far as is possible pupils who suffer from diabetes will be supported by the school. The school will seek to liaise with the school nurse to draw up a care plan.
 - The school will support as far as is possible any pupil who has a diagnosed medical condition, in order that they can access the curriculum.
 - Outings and residential trips are subject to risk assessment that should take account of Members with disabilities of the prospective school party. Venues will be asked for their accessibility options for pupils with particular disabilities.
 - Transportation will be provided as far as possible by the school minibus making use of Blue Badge parking scheme to which individual pupils may be entitled. The minibus is not modified for wheel chair access, however. If wheel chairs can be folded and parents/carers consent in writing to pupils with mobility disabilities being carried by school minibus; and if there is agreement about how the pupil enters and exits the



minibus, pupils can be so transported. Provision will be given for carers to travel on day trips and where practical on residential trips (as long as they have been subject to a current enhanced DBS check) and/or parents/carers may transport their own child to the venue.

Welfare

The welfare of pupils with disabilities will be managed by the following measures:

- Depending on the extent of the disability and the wishes of the parent/carer, to provide for the appointment of one member of staff as a mentor (or if the pupil has a SEN to make use of the Learning Support Assistant in this role);
- To be aware of the possibility that pupils with specific disabilities may be the subject of bullying or teasing and to encourage the disclosure of any instances by either the victim or onlookers. To include this within the bullying policy of the school and as part of the content of both the RPS curriculum (Religious, PHSEE, SRE).
- To promote awareness of disability and of those who overcome it through highlighting the achievements of athletes with disabilities and those who take part in Para sports or adaptive sports e.g. Paralympians and, within the humanities curriculum, to seek other role models with a range of disabilities, including physical and intellectual.
- To ensure that in its practices the school does not make disabled pupils subject to either negative or positive discrimination – but to treat them equally alongside all other pupils in accordance with the school philosophy and mission statement:

Celebrating and Supporting Every Child

Our philosophical foundation is based on the principle that

“Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.”

The staff at Avon House have a commitment to always provide a secure, happy, caring and respectful environment where a differentiated curriculum is delivered which ensures the needs of every pupil are met. The school endeavours to work in close partnership with parents and carers with the aim being to nurture the development of mutual trust, respect and confidence.



Awareness and Observance of the Policy

Copies of this policy have been circulated to all staff and to the Trustees and Governors of the school. It is subject to an annual revisit by both the Board of Governors and teaching staff. A copy also is provided on the school website for parents. A hard copy is available to parents on request.

November 2013 AC

May 2016 AC

April 2019 AC/ Governors

Improving the delivery of information to pupils with disability

| | Targets | Strategies | Outcome | Timeframe | Goals to be Achieved |
|-------------------------|---|--|---|------------------|---|
| Short Term Plan | Present information to groups in a way which is user friendly for those with disabilities | Research ways of presenting information e.g. reading aloud instructions on the board. Retrain staff. | Information presented in a suitable way for pupils with disability | Ongoing | In consultation with SEND providers and parents as to appropriateness of presentation |
| | | | | | |
| Medium Term Plan | Ensure staff are familiar with technology and practices developed to assist pupils/visitors with disabilities | Research technology and practice. Train staff if necessary | If necessary, suitable technology provided to meet the needs for pupils with disability | Ongoing | Suitable technology provided and appropriate practice introduced to meet the need of for pupils with disability |
| | | | | | |
| Long Term Plan | Ongoing review of facilities to help with written information | Audit current facilities and improve as necessary | Ongoing improvement of delivery of written information | Ongoing | Signage around school to be positioned at a child friendly height |

Increasing the extent to which pupils with disability can participate in the school curriculum

| | Targets | Strategies | Outcome | Timeframe | Goals to be Achieved |
|------------------------|--|---|---|-----------|---|
| Short Term Plan | Ensure new staff have sufficient knowledge and understanding of needs of pupils with disability | Training of new staff through induction process | Staff more confident in providing appropriate teaching and support for pupils with disability | Ongoing | Flexible approach to pupils with disability |
| | Enable new pupils to access entrance assessments and existing pupils to access ongoing assessments | Provide larger font sizes for visual impaired; scribes for dyspraxic (etc) pupils and more time to complete assessments | All pupils able to access assessments | Ongoing | Dyslexia friendly classroom training to be carried out by all new staff and updates regularly given to all staff as appropriate |
| | Liaise with pre-school providers to prepare for the intake of new pupils | Identify pupils who may need adapted or additional provision | Better start for new pupils with staff fully aware of any needs | Ongoing | Visits to be carried out where appropriate |
| | Lesson plans differentiated sufficiently to allow access to the curriculum for all pupils | Suitable resources adapted for all pupils | Observations show that lessons cater for the needs of all pupils | Ongoing | Reviewed through lesson observations |

Increasing the extent to which pupils with disability can participate in the school curriculum (cont'd)

| | Targets | Strategies | Outcome | Timeframe | Goals to be Achieved |
|-------------------------|---|--|---|---|---|
| Medium Term Plan | Where possible, improve layout of classrooms to accommodate needs of pupils with disability | After annual audit, decide which classrooms would benefit from changes in layout to accommodate pupils | Improved classroom environment for pupils with disability | Ongoing but within rebuilding programme | Refurbishment of classrooms to be continued through to 2022 |
| | Access to the library and medical facility without steps | Ramp to be built to the front of school to allow for access to these facilities | Parents/carers and pupils to have access to Welfare Officer without steps | Summer Term 2019 | Inclusion access should it be required |
| | | | | | |
| Long Term Plan | Provide access to computer technology suitable for pupils with disabilities | Research computer technology available and do an audit of which pupils would benefit | Wider range of computer technology available | Annually reviewed | Learning of disabled pupils is enhanced using computer technology |
| | Aim to remove all barriers to learning and participation for pupils and staff | Audit of improvements made so far and continue to review school curriculum | Strategy set for following year | Ongoing | Equal opportunities for learning for pupils with disability |

Improving the physical environment of the school for pupils with disability

| | Targets | Strategies | Outcome | Timeframe | Goals to be Achieved |
|-------------------------|---|--|--|---|---|
| Short Term Plan | Health and Safety procedures to incorporate the needs of pupils with disability, as necessary | Review and revise health and safety procedures as required | Procedures meet requirements of DRC code | Ongoing | Regular consultation with EEP and H&S team regarding suitable provision as required. Redevelopment of site to take better account of pupils with a disability by 2023 |
| | | | | | |
| Medium Term Plan | Take steps to reduce background noise for hearing impaired pupils | Audit current problem areas e.g. acoustics and noisy equipment | Reduced background noise for hearing impaired pupils | Ongoing | Take steps to reduce background noise for hearing impaired pupils |
| | | | | | |
| Long Term Plan | Ongoing review of facilities to help with written information | Audit current facilities and improve as necessary | Ongoing improvement of delivery of written information | Ongoing | Signage around school to be positioned at a child friendly height |
| | Rebuild of new classrooms to allow for three ground floor new rooms. | The removal of current building to create rooms that interlink from a central staircase and with provision of a lift | Provision for pupils with disability to access a greater area of the school site | This is currently being designed by an architect and will be sent to planning June 2019 | New classrooms to be built by 2023 |