

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

2022-2025

Overview and statutory requirements

This Accessibility Plan has been drawn up in consultation with the Governors and staff of the School and covers the period from May 2022 to April 2025. We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School. The plan will be kept under review during this period and will be revised as necessary. It is our intention to remove, with reasonable adjustments, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

Avon House School is committed to working towards providing an accessible environment that values and includes all pupils, staff, parents and visitors. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement. We are committed to challenging attitudes about disability and accessibility and to promote 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 plans at such times as may be prescribed.
2. For an accessibility plan to be a working document the following should be considered:
 - (a) increase the extent to which pupils with disability can participate in the school's curriculum,
 - (b) improve 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) improve 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.

Physical lay-out of the School

The School is committed to making reasonable adjustments to allow disabled pupils and visitors to access the educational provision at the School.

The School consists of four buildings of up to three stories and without lifts. There are 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. The School will continue to work towards

improving access for the disabled and intends to make alterations to the physical features of the School as part of its long-term planning process by reasonable adjustments, short of making major alterations to physical features of the school at prohibitive cost.

The main entrance for pupils is at ground floor level with no steps. Early Years classes can also be accessed by encountering a small step at the building entrance.

There is no wheelchair access to classrooms on the first or second floors or for ICT, which is situated in The Feldman Building. This room cannot be re-sited without significant redevelopment of the school site and at prohibitive cost. Classrooms could be changed around to accommodate a pupil with a disability.

Emergency signage around the school is 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.

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 (2017)
- Working Together to Safeguard Children (2018)
- Reasonable adjustments for disabled pupils (2012)
- Mental health and behaviour in school (2018)

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 and Discipline Policy

Reasonable Adjustments

The duty to make ‘**reasonable adjustments**’ does not include a duty to change physical features. It refers to a duty ‘to take such steps as it is reasonable to have to take to provide additional support to help disabled pupils overcome difficulties presented by particular aspects of the teaching and learning curriculum, for example access arrangements in exams; auxiliary aids where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled’. The School will expand the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. (in accordance with the UK Equality Act 2010)

Admissions

Admission to the School depends upon a prospective pupil being able to meet 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 child with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the School.

In order to meet the needs of disabled pupils, the School requires full information. Prospective parents are asked to declare at the registration point whether their child has any disability or other condition of which the School should be aware. 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.

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 enable the prospective pupil to take up a place. Staff will be consulted to ensure that the prospective child is well supported in class and in the broader context for extra-curricular activities. The School will always be mindful of how a prospective child applying to Avon House School would fit within the cohort.

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. All staff are trained in the avoidance of disability discrimination. 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 review every three years. An annual audit is made by the Senior Leadership Team to ensure the School is compliant in this policy. A copy is also provided on the School website for parents. A hard copy is available to parents on request.

Reviewed November 2013 AC

Reviewed May 2016 AC

Reviewed April 2019 AC/ Governors

Reviewed May 2022 AC/Governors

Reviewed August 2022 SLT/Governors

Improving the delivery of information to disabled pupils

	Targets	Strategies	Desired Outcome	Timeframe	Success criteria	Responsibility
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. Train staff as necessary.	Information presented in a suitable way for pupils with disability	Ongoing	Improved delivery of information to disabled pupils	Marketing School Secretary Department Leads Inclusion Lead
	Provision of information for pupils and their families at the point of enquiry	FAQ's to be published on the website Discussion with relevant staff e.g. Admissions Lead, Bursar	Web site and admissions information to be kept up to date	Autumn 2022	Improved engagement with families with a disability	Marketing Head Teacher
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 pupils with disability	Deputy Head Inclusion Lead
Long Term Plan	Ongoing review of facilities to help with written information	Audit current facilities and improve as necessary	Ongoing improvement in delivery of written information	Ongoing	School signage to be positioned at a child friendly height	Bursar Head Teacher

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe	Success criteria	Responsibility
Short Term Plan	Ensure new staff have sufficient knowledge and understanding of needs of pupils with disability	Training of new staff through induction process and updates as necessary	Staff more confident in providing appropriate teaching and support for pupils with disability	Autumn 2022	Flexible approach to pupils with disability	Head Teacher Heads of Department
	Enable new pupils to access entrance assessments and existing pupils to access ongoing assessments	Provide larger font sizes for visual impaired; scribes for dyspraxia (etc) pupils and more time to complete assessments Coloured paper for dyslexic pupils	All pupils able to access assessments	Autumn 2022	Improved access to assessments by external and internal pupils	Inclusion Lead
	Liaise with pre-school providers to prepare for the intake of new pupils	Identify pupils who may need adapted or additional provision Consider home visits	Better start for new pupils with staff fully aware of any needs	Ongoing	Better understanding of individual pupil needs	Early Years Co-Ordinator School Admissions
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 Dyslexia Friendly classroom training	Improved classroom environment for pupils with disability	Ongoing New accessible classroom to be completed by September 2022	Classroom layout and equipment is suitable for the needs of all pupils	Head Teacher Heads of Department

	Targets	Strategies	Outcome	Timeframe	Success criteria	Responsibility
	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, policies and plans	Strategy set for following year	Ongoing	Equal opportunities for learning for pupils with disability	Inclusion Lead Deputy Head
	Develop curriculum audits to ensure curriculum does not inadvertently discriminate against pupils with SEND or a disability	Subject reviews to take place annually Lesson plans & observations Staffing UN Rights	Observations show that lessons cater for the needs of all pupils and that content is appropriate	Ongoing	Reviewed through lesson observations and staff meetings Curriculum is fully inclusive for all pupils	Subject Leads Deputy Head Inclusion Lead

Improving the physical environment of the school for pupils with disability

	Targets	Strategies	Outcome	Timeframe	Success criteria	Responsibility
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 Regular consultation with Inclusion Lead re needs of disabled pupils	Procedures meet requirements of DRC code	Ongoing	Health & Safety of disabled pupils maximized Redevelopment of site to take better account of pupils with a disability by 2025	SLT Governors Inclusion Lead
	Allocate disabled parking space	Identify the suitable location and mark accordingly	Parking on site for ease of access to main entrance	Summer term 2022	To enable a visitor or a pupil to access the school site and in a position most adjacent to the entrance ramp	Bursar Maintenance
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	Improved facilities for hearing impaired pupils	Head Teacher Bursar
	Review of furniture required in class to assist with correct posture	Class check that all children can sit with their feet on the floor and the height of the table correct to allow for the correct posture	Children will be comfortable to work and will have correct posture for writing	Ongoing	Furniture and equipment are appropriate for needs of all pupils	Head of Department Inclusion Lead
	Hearing loop to be considered for the school hall to aid visitors who are hard of hearing	Hearing loop installation for the hall.	Enable parents, who are hard of hearing, to access school events.	Summer 2022	Improve access to School events held in school hall for those who are hard of hearing	Bursar Head Teacher
Long Term Plan	Review accessibility arrangements for prospective pupils and their families	Audit of accessibility arrangements	Families feel welcome when they visit the school	ongoing	Accessibility arrangements are suitable and appropriate for visiting families	SLT Governors
	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 waiting to go to planning	New classrooms to be built by 2025	Governors