



Accessibility Plan

**Accessibility Plan (Including
EYFS)**

Policy Review Date: September
2021

Reviewed By: M Ashton & SLT

Next Review: September 2024 (or
following incident, legislation or
interim guidance)

Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

This policy is also made available on the school website.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
September 2021	Action plans	All action plans update to reflect new cycle from 2021 – 2024.	
September 2021	Statement of Existing Provision and Recent Developments from previous plans:	Updated to reflect amendments and adaptation to the physical environment of the school.	
September 2021	Regulatory	Regulatory requirements update to reflect the ISI Regulatory Standards (September 2021 Commentary on the Regulatory Requirements) on special educational needs and disability	

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Section1: ETHOS AND AIMS OF AVALON SCHOOL

In accordance with Schedule 10 of the Equality Act 2010 Avalon School has put in place a three year accessibility plan.

The three-year plan includes how the school plans to:

- increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- 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

Avalon School (including EYFS) aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. Whilst we strive to be a fully inclusive and welcoming school our core aim is to provide academic and extra-curricular excellence, combined with a passionate concern for each individual.

The atmosphere in the school is relaxed, friendly and positive; we expect the highest standards in terms of behaviour and personal relationships and, by the time they leave us, we hope that our pupils will have acquired a quiet self-confidence and a well-balanced approach to life, which will stand them in good stead for the future.

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. Applications for places at the school will be treated fairly and we do not discriminate against any prospective pupil.

Where necessary we provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff review their teaching strategies to ensure that any potential barriers to learning and participation by SEN or disabled pupils are removed. We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of SEN/disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of SEN/disability are portrayed in teaching materials.

School documents and information (including School Policies) can be provided in larger fonts and other accessible formats on request.

CONTEXT

Pupils with individual education plans are monitored to assess progress relating to their Individual Education Plan (IEP) targets agreed by their teacher / SENDCo.

Avalon operates a referral system to identify those pupils who require additional support. Referrals can be made by teachers, parents or the individual pupils themselves. We frequently liaise with educational psychologists and other medical professionals who make up the support structure for pupils. The need for support is judged on an individual basis and can vary from a few sessions to boost attainment and attitude, to a long term plan put together by the SENDCo, parents and teachers.

We have a number of pupils at Avalon with special educational needs or disability; these include Dyslexia, Dyspraxia, Dysgraphia, Attention Deficit Disorder, Dyspraxia and hearing / visual impairment issues. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips). Reasonable adjustments are made where necessary.

Pupils who need support are assessed by the SENDCo who works with other staff. A variety of interventions are used from short sessions to more intensive weekly sessions as well as support within lesson time. Information about pupils with SEN/disabilities is disseminated and training and advice is given to teaching staff on a regular basis through INSET. All pupils on the SEN/disabilities list have an Individual Education Plan (IEP). These support teachers and suggest suitable strategies to support students.

There is increased awareness of examination and assessment access arrangements and the School has responded to pupils' needs with increasing flexibility. In addition, where there is a recognised need, pupils may use laptops or are provided with a reader or scribe. The SENDCo makes the necessary applications for any access arrangements.

We adopt a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement Avalon' Equal Opportunities Policy for staff in the day-to-day management of the school. All members of staff with disabilities will be provided with the necessary support for their roles. We regularly review our staff needs to ensure these are being met.

REGULATORY

The Special Educational Needs and Disability Act 2001 requires schools to produce Accessibility Plans every three years. This duty has been replicated in the Equality Act 2010. This plan covers the three year period from September 2021 – September 2024

The action plan below relates to the following ISI Regulatory Standards (September 2021 Commentary on the Regulatory Requirements) on special educational needs and disability:

3(1) The responsible body of a school in England and Wales must prepare—

- (a) an accessibility plan;
- (b) further such plans at such times as may be prescribed.

3(2) An accessibility plan is a plan for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

3(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.

3(4) An accessibility plan must be in writing.

3(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

3(6) The responsible body must implement its accessibility plan.

4(1) In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.

This Accessibility Plan should be read in conjunction with school policies, strategies and documents and specifically with :

- Admissions Policy
- Behaviour, Rewards and Sanctions Policy
- Curriculum Policy
- Critical Incident Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Development Plan
- Special Educational Needs Policy

The following has been considered by the school and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The following information therefore provides:

- a statement of current provision for accessibility;
- a plan of actions and goals to achieve enhanced accessibility;
- how the Plan will be implemented;
- how the Plan will be evaluated.

Statement of Existing Provision and Recent Developments from previous plans:

1. The school provides a full time SENDCo and provides up to date training for this position (Mr M Ashton)
2. The school also ensures that the needs and provision for those children identified as 'gifted or talented' are also considered within the curriculum
3. The curriculum is differentiated by task and outcome
4. Teaching Assistants are employed to ensure a maximum ratio of 1:12 for as many English and Maths lessons as possible
5. Liaison with external agencies (Dyslexia Institute, Educational Psychologist, Speech & Language Therapist, Paediatric services, occupational health and local GPs) is being developed and a speech therapist
6. IEPs are in place from Reception year and reviewed termly.
7. Pastoral care is a strength of the school
8. Wheelchair access is available to all areas on the ground floor of the school.
9. The fire alarm is audible throughout the school site,
10. There is the facility for a disabled parking space at the school
11. Buildings are fully compliant with building regulations
12. Hand rail has been installed to assist accessibility to the sloping driveway
13. Disabled toilet provided in the main foyer area by the school office.
14. We are able, depending on need, to arrange for children to use laptop computers in classes, and, for example, for large print documents to be given to those with impaired vision.
15. Education and Health Care Plans are drawn up in consultation with parents and health professionals when appropriate.
16. The school makes full use of Wirral's support services as appropriate.

SECTION2: ACTION PLAN

Standard to be met: a) **Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;**

Target	Action Required	Lead	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
All school staff to be aware of the individual needs of children within the school.	Improve access to SEND information	SENCo, HT & IT support	Improved accessibility and sharing of information	December 2021
All school staff to be aware of the individual needs of children within the school.	Where necessary, pre-Admission meetings with parents of children who need learning support or are disabled	HT, School Business Manager, SENDCo, Site Manager	All pupils able to participate fully in school's curriculum	Annual review / as appropriate
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to ensure accessibility and the availability of disability sports	PE staff SENDCo HT	All pupils able to participate fully in school's curriculum	Annual review / as appropriate
All school visits and trips need to be accessible for all pupils	Ensure that venues and means of transport are vetted for suitability	Trip organisers EV Coordinators School business manager HT	All pupils able to participate fully in school trips and take part in a range of activities	Annual review / as appropriate

Ensure that all children, including those with SEND have fair and equal access to the curriculum	Provision of aids to assist visual or auditory impairment	SENCo & HT	Identified children will be able to access aids to enable full access to curriculum	On- going / needs basis
	Ensure consideration given to SEND needs in all internal and external testing arrangements	SENCo & HT	All SEND pupils will be able to access tests and not be disadvantaged	As appropriate
	Monitoring of pupils' progress with SEND	SENCo	SEND pupils progress is monitored closely and measured to enable best level of support	Ongoing

Standard to be met b) **Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.**

Target	Action Required	Lead	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
To keep informed of the physical needs or new pupils, staff or visitors to the site.	Request information on disabilities from new admissions	HT, School Business Manager, SENDCo, Site Manager	Site is accessible for all	Annual review
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> • Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND process • Ensure staff and governors can access areas of school used meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or 	HT, School Business Manager, SENDCo, Site Manager	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. 	Annual review and as required

	adult) becomes physically impaired			
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate • Check flashing beacons that signal fire alarm activation regularly 	HT, School Business Manager, SENDCo, Site Manager	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.	Annually, and as new children join the school throughout the year
Maintain environment to support conditions of of autism, epilepsy and visual impairment	Environmental considerations made in classrooms / learning spaces to support for conditions of autism, epilepsy and visual impairment	SENDCo, all teaching and support staff	Improved physical environment so that all areas are conducive to learning and not considered as disorientating or confusing	Annual review
Maintain adequate lighting for visually impaired people	Check lighting for access requirements	HT, School Business Manager	Improved physical environment so that they are not considered as disorientating or confusing	Annual review

Standard to be met c) **Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**

Target	Action Required	Lead	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Ensure that all children, including those with SEND have fair and equal access to the curriculum	All curriculum resources and examination papers will be enlarged or produced on coloured paper as appropriate.	SENDCo / Teaching staff	All pupils able to access information and curriculum resources	Annual review
	Support for pupils with learning difficulties, to ensure that they can participate fully in lessons.	SENDCo / Teaching staff	All pupils able to access information and curriculum resources	Annual review
	Use assisted writing and reading software / apps to better support those with dyslexia and use screen adjustment software for visually impaired pupils	HT, SENDCo, Teaching staff	All pupils able to access information and curriculum resources	Annual review

SECTION 3: IMPLEMENTATION OF THE PLAN

The Governors of Avalon School are ultimately responsible for ensuring the proper implementation of the Plan.

- The Chair of Governors will have the responsibility of ensuring that, as far as is practicable, sufficient financial resources are available to implement this Plan;
- The SENDCO, will have the responsibility of ensuring that the contents of the Plan are implemented as far as is reasonably practicable;
- to the Site Manager & School Business Manager, the responsibility of ensuring that the actions relating to improvement of the physical environment are implemented as far as is reasonably practicable;
- The SENDCO will have the responsibility to ensure that all needs are met, especially if the G and T pupil is disabled
- The Headteacher, will have the responsibility of ensuring that the Plan and its underlying message of inclusion is communicated to all members of staff, and that those required to undertake training are provided with sufficient time and encouragement to do so;
- All members of staff will have the responsibility of awareness and action wherever necessary to support the ethos of inclusion.

The Plan shall be referred to on the school website and shall be made available upon request to any interested parties.

Disability, encompassing the implementation of the School's Equal Opportunity Policy and the Accessibility Plan, shall feature annually within Governors' Meetings, with the aim that each decision taken shall have due regard to the implications for disabled pupils.

The SENDCO & Headteacher shall prepare a report for consideration by the Governors outlining the steps taken and success achieved in implementing the Plan.

SECTION 4: EVALUATION OF THE PLAN

The SENDCO shall be responsible for evaluating the success of the Plan and monitoring achievement against the three key elements of increased access to education.

The Plan will be reviewed at least annually, and as required with experience. In evaluating the Plan's success, the SENDCO shall consider some or all of the following:

- (a) is there evidence of greater satisfaction by disabled pupils and pupils with SEND and their parents with the provision made by the school and their participation in it?
- (b) is there evidence of greater involvement of SEND pupils in the school's daily life?
- (c) are the staff confident in teaching and supporting pupils with SEND with a range of needs?
- (d) is there is a discernible improvement in the physical environment of the school?