



Accessibility Plan: October 2019 – October 2021

Introduction

Paragraph 3 of schedule 10 to the Equality Act 2010 states that the Governing Body must prepare an Accessibility Plan which will

- (a) increase the extent to which disabled pupils can participate in the school's curriculum,
- (b) improve 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) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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 Accessibility plan has been developed in consultation with staff and governors of the school and covers the period from October 2019-2021

Current Accessibility Arrangements:

Admissions

The Governors are committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs and Disabilities (SEND) to the School will be conditional upon:

1. The parents'/carers' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
2. Following the procedures which are set out in any school policies relating to SEND e.g. Assessing Children's Educational Needs
3. The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
4. Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
5. Acceptance by the parents/carers that some educational opportunities, which take place offsite may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in Primary School.

Avondale school follows Blackburn with Darwen's admissions policy and Blackburn with Darwen manage the process.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed as follows:

Area	Comment
Main Entrance	Entrance to the building via a ramp allowing for wheel chair access. KS1 can be accessed via the main entrance for wheelchair users. The nearest accessible toilet can be found on the KS1 corridor.
EYFS	Entrance is either via Durham Road gates, which has a small step, via the KS1 playground (Avondale Road), which involves a flight of steps or via the main entrance to the building (as above). Classroom entrance from the corridor is level and smooth and doorways are wide (80 cm).
KS 1	Entrance is either via Avondale Rd and KS1 playground (as above) or via main entrance (as above) Classroom entrances have flat floor entrances and wide doors with low handles. An accessible toilet and shower room is available.
KS 2	Entrance is either via Y6 door, which is by a sloped tarmac area from the KS2 playground, access via Hindle St (by steps), or by Avondale Rd – (no steps), via steps (Y5 door) or by the main entrance and corridor (ramped access). Four classrooms have level access and are wheelchair accessible, 2 classrooms are not accessible as they have significant steps into them, two classes have ramped access but are small. All doorways are DDA compliant.
Hall	Accessible via a flight of stairs, or via a lift attached to these. There is a further step at the top of these steps, there is no room to ramp this due to limited landing area. Access via the library is by a portable ramp.
Gym	Access as for hall but with an extra stair lift.
Playgrounds	The playground is in fact one large area nominally divided into Juniors and Infants. Access from school is via steps; out of the doors from KS1, Year 4, Year 5 and then access round the edge of the building to the yard or by the Y6 door which has ramped access and a tarmac slope leading straight onto the yard space. The yards themselves are inclined towards the school.

Evacuation Procedures

The schools Fire and Evacuation procedures lay down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Outcome Plan for the pupil. School has an Evac chair for use on the first floor as well as 'safe waiting zone'.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. As a mainstream primary school we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities – especially hearing and sight impairment, physical disability, medical needs and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on assessing children who may have Special Educational Needs and disabilities.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Input enabled by extra resourcing e.g. extra staff
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENDCo teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an ongoing program of staff development related to meeting the needs of different learners.

Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Avondale Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom, consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Outcome Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is risk assessed and discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as hand outs, newsletters, homework etc. then the school will be happy to consider alternative forms of provision in consultation with Advisory Services.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- Census returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations/ questionnaires
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove , barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines/First Aid/ Asthma and Diabetes)
- Special Educational Needs and Disability Policy
- Admissions Policy

Action Plans

Action Plan 1: Increasing Physical Access to and within the school.				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
Improve wheel chair access to some parts of the building – adapting the Junior corridor so that all classrooms are wheelchair accessible.	To investigate and find a way to eliminate the steps to current class 5C and the Y6 classrooms.	Wheel chair access will be improved and there will be access to upper KS2 classes	By Autumn 2019 dependent upon resourcing from LA.	There is wheelchair access into one Year 5 and one Year 6 classroom
Improve access to yard and entrance to school	Ensure the side gate near the hall is open so that wheelchairs users and access school around the edge of the building and enter school independently	The same entrance way to school can be used by all pupils at school.	Autumn 2019	Gates to access the yard are opened.
To ensure the transfer along the main corridor from KS1 into KS2 is as smooth as possible despite the uneven floor.	Tape, signs and bright paint to be used to highlight the step.	Reduced falls down the step onto the junior corridor		

To make the doors from the corridors more accessible	To invest in an electric press button so the door open automatically and entrance and exit of the corridor is more independent.	Independence for all	Summer 2021	
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Action Plan 2: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Provide training for teachers / TA's on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements . SENCO to lead on this	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	BRFC delivered and supported school in delivering an inclusive afterschool club. All SEND children participated in a key skills sports group.

Action Plan 2: Improving Curriculum Access continued				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	
Provide training in manual handling	Continued liaison with experts/ LEA. Ongoing training for staff. Specified role of physical needs SSA.	Key staff trained in practical techniques of essential manual handling. And particularly the use of hoists. School is equipped with <u>appropriate equipment</u> .	Dependent on training courses from H&S LEA	Manual handling training given to all staff in school. Specific manual handling training given for staff working in Y3
Action Plan 3: Improving Written Information and signage				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED

Signs clear and helpful to all users	Improve signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Ongoing	
Emergency exit procedures	Review existing provision for lockdown and fire.	Procedures in place and conforming to current H&S policies and procedures	Ongoing	Current plans are effective for evacuation

Management of the Plan

- The Governing Body will be responsible for the strategic direction of the School's Accessibility Plan.
- The Governing Body will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Inclusion Co-ordinators will be responsible for the plan's day to day implementation.
- Progress of the plan's priorities will be reported to the Full Governing Body at least once per year on the school website.

Parents/ Carers can see the Accessibility Policy/ Plan on the school website.

Reviewed October 2020