



AVONDALE PREPARATORY SCHOOL

Accessibility Plan

1. Introduction

Avondale Preparatory School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

2. The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

3. Our Duty

We recognise our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001):

“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services**”

*Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

As a School we must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish our Accessibility Strategies and Plans

4. Scope of the Plan

This plan covers all three main strands of the planning duty:

a. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services

We are looking at ways to improve the physical environment of the school and at physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with

motor coordination and poor hand/eye skills and specialist pens and pencils. Each child's individual needs will be carefully considered and we will attempt to provide them with the correct equipment to enable them to access their learning as fully as possible.

b. Increase the extent to which disabled pupils can participate in schools' curriculum

We aim to help to improve access to a full, broad and balanced curriculum where possible within the constraints of the school site. This includes ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

We consider each child's individual needs in our planning and we are committed to ensuring that the curriculum is accessible for all disabled, with adjustments made for their individual needs. If we have a child with disabilities entering the school we will use our accessibility plan to help to ensure that we plan for, and prepare to respond to, the particular needs of that pupil.

c. Improving the delivery of information to pupils with disabilities

In our planning we will make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audiotape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

5. Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- Policy for school trips
- SEND policy

6. Aims and Strategies

Avondale School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities wherever this is possible
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

7. Actions to ensure equality for pupils with disabilities

i. We shall undertake a disability audit every three years.

ii. As a result of the audit, we shall:

- write an action plan which includes targets. This will clearly state the short, medium and long term targets. The implementation of the plan will then be carefully monitored, within a set timeframe, to ensure that goals are achieved.
- make the policy and targets known to all teaching and ancillary staff, pupils and parents
- set up a working party to monitor the success of the plan and to further develop good practice
- annually review the plan

8. Monitoring

Avondale Preparatory School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance and Punctuality
- Behaviour, Rewards and Sanctions
- Effects of pastoral strategies
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- After school clubs
- Selection & recruitment of staff
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on Parents' Association, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

9. Access Plan

See Appendix

10. Plan and Review

This plan was formulated by a working party consisting of: the Headmaster, the SENDCO and other Staff as required.

Date of plan: February 2022

Date of review: Annually

Signed as read:

Signature: _____ Name: _____ Date: _____

APPENDIX

In preparing an Accessibility Plan the obvious problems which the school has (in common with many other schools) in terms of space and layout are major factors.

The school building is old, on 3 floors and does not easily lend itself to alteration.

Whilst it is possible to establish change of classroom for a Year group in the short term, this is only tenable for the duration of a year, or at most 2 years. Specialist facilities for IT, Food Technology, Art and the Library are sited at the top of the building and cannot sensibly be reaccommodated. It is clear that any pupil with impaired mobility will be disadvantaged, if not prohibited altogether from accessing these facilities. The structure of the building means that these difficulties cannot be overcome short of making major structural alterations to the building at prohibitive cost.

Notwithstanding the above, we have sought to develop an Accessibility Plan in order to achieve that which can be addressed and to look longer term at what might feasibly be achieved in order to develop greater accessibility.

As a school, we shall make every effort to accommodate the needs of all children with disabilities- changes that need to be made to existing infrastructure, allowing accessibility to both facilities and learning will be dependent on the needs of the child admitted to the school.

Targets	Strategies	Responsibility	Timescale	Resources needed/ Costs	Success Criteria
Short Term					
Establish a working group	Discussion with Staff	Head	May 2022		Procedures and equipment in place as required.
Review Accessibility Plan	Discussion	Working party	September 2022		
Undertake audit of accessibility	Investigate audit pricing etc, choose and action	Working party	November 2022		
Review Staff training -manual handling -makaton/ sign language -Epi- pen training	Appraisal Staff Development	All	On- going	Courses	Increased levels of communication/ Awareness
Improve access to facilities for disabled pupils	Sourcing of further portable ramps Reconfiguration of entry/ exit points from Nursery/ Main School building	Headteacher Maintenance Manager	October 2021	Structural engineers report/ planning permission required £30,000	Provision in place to ensure equality of opportunity for learning and toileting facilities.
Improve awareness of disabilities	Special Assemblies linked to National Days to support awareness for all children and staff	Head Working Party	September 2022	Planning	Assemblies and lessons increase pupil understanding of specific disabilities to support access for all stakeholders
Re-establishment of a designated parking area	Redefine disabled parking provision ensuring it is visible and clear -relocate to north side of the building	Head Maintenance Manager	September 2022	Signage Paint	Markings on the floor ensure clearly defined space for parking.

Medium Term					
Improve therapeutic training to support pupils	Provide training and support for mental and physical well being	Provide training and support for mental and physical well being	All staff	Course costs	Appropriate staff trained and children supported
Investigate siting of disabled toilet	Seek tenders, access implications -most likely access point is the current boys changing facility; shower to be removed to create larger space for wheelchair access	Head Maintenance Manager	September 2023	Reconfiguration £1500	Unsupported access to toileting facilities
Equal opportunity for ICT and associated learning	Purchase of further Chromebooks across the school and stronger wifi for internet connection	Head	September 2023	KS1 class purchase £6000	Increased proficiency in the use of ICT and attainment in general.
Creation of sound efficient classrooms	Installation of sound absorbing backing boards and the like	Head Maintenance Manager	September 2023	Backing boards Sound absorbing materials	Greater level of hearing and access to the curriculum.

Long Term					
Visual recognition for emergency situations.	Installation of emergency flashing light to complement fire alarm.	Head Maintenance Manager	September 2024	Fire Safety Costs £500?	Immediate response to emergency situations.
Investigate first/ second floor access	Seek tenders, access implications	Working party	September 2024- review as the need determines	Mobility stairlift	Access to all floors, facilities and resources for learning.
Creation of sound efficient classrooms	Installation of amplified devices	Head Maintenance Manager	September 2024	Amplified radio costs	Greater level of hearing and access to the curriculum.