

Accessibility plan



**Avonside
School**

Approved by:	Christina Darkes	Date: 05.09.25
Last reviewed on:	05.09.25	
Next review due by:	September 2026	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Every child has a right to high quality teaching, to enable our students to achieve their greatest outcome. We create opportunities for all students to engage in captivating lessons. We nurture dreams to build futures through care, compassion, quality and impact.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<p>1. Improving access to and participation within the curriculum</p> <p>To increase the extent to which disabled students can participate in the school curriculum Our aim at Avonside School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.</p>					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communications with schools to provide a quality transition.	SLT SENDCo	To identify students who may need additional support To complete pre-admission meetings with clinical team and pastoral lead. Sharing Welcome Pack with families To ensure parents/ students visit site	Teacher/SENDCo time Welcome pack Meeting proforma	On going	Transition for students is smooth with adequate and appropriate resources and provision.
Effective communication and engagement of parents	Pastoral Lead SENDco SLT	Introductory meetings with teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of students with EHCPs.	-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates	On going	Increased engagement of parents
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SLT	Audit Staff strengths/gaps in knowledge. Internal and external training from outside Agencies. TA training on adapting lessons for their 1:1 students. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers	-Staff meeting -TA training -SENDCo/Teachers time -External agency training	One year	Staff confidence in adapting the curriculum is improved. Student's participation in the curriculum is broader and effective.
To ensure that the medical needs of all students are met fully within the capability of the school	SLT	Conducting parent interviews To liaise with external agencies Make relevant referrals to external agencies Improving training needs Ensure medication and first aid policies are being followed.	-Staff meeting -TA training	On going	All advice acted upon. All students' needs are met, and they are able to access the curriculum
Appropriate use of specialised equipment to benefit individual students and staff	SLT SENDco	iPads available to support student with difficulties Coloured overlays or coloured paper for student with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment visual	-Audit of equipment and needs - Staff training Cost of resources	One year and on going	Students have appropriate equipment and resources which support their learning and remove barriers to learning

		timetable, writing with symbols, wobble cushions etc.			
Appropriate use of intervention and their success and impact on progress	Deputy Head SENDco	Track intervention success . Have intervention groups across classes/ year groups to give more students opportunities to attend interventions.	-Training on new interventions through external professionals -Resources required to deliver interventions	One year	Progress and attainment of all students is outstanding
All students are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the students. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books	One year	Students will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day trips in light of current cohort	Assistant Head SENDco	Ensure all students are included in risk assessments for trips and appropriate support is put in place so students can access the trip to its full extent. Pre visits paperwork to be completed on EVOLVE	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips
Maintain safe access round the interior and exterior of the school	SLT Facilities Manager	Ensure all areas are safe and cleared to ensure students are safe and walkways and other areas are clear communication with parents through letters/newsletters/website/1:1 school staff Monitor and maintain the disabled refuge alarm system(Control panel in reception)	-Premise meeting minutes - Premise walk -Disabled refuge alarm	On going	There is safe access throughout the school No accidents or near misses
3 Improve the access and deliver of written information					
To Improve the delivery of information for disabled students and parents					

Review documentation on website to check accessibility for parents	Deputy Head Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Deputy Head time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	SLT SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate	Ongoing	Parents are able to access all information
Improve use of pictorial communication systems, as required (Widgit)	SLT SENDCO	Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SLT to train on most effective ways to use Widgit.	Training Time for meetings	On-going.	All school staff aware of disabilities of student in their classes

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and facilities manager.

It will be approved by the Headteacher/Regional director

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy