# Accessibility Plan: October 2025 – October 2028

**Introduction**

At Avondale Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. Paragraph 3 of schedule 10 to the Equality Act 2010 states that the Governing Body must prepare an Accessibility Plan which will

**Aims**

• To increase the extent to which disabled pupils can participate in the curriculum.

• To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

• To improve the availability of accessible written information.

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.

1. Avondale Primary School's Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with parents, staff, governors of the school and will advise other school documents. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. Avondale Primary School's Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

a) Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;

b) Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand outs, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. 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'.

8.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 special school 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.

9. 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.

10. 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.

11. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Staff Development Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- School Brochure/ Prospectus and Vision Statement

12. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by Local Authority and subsequently updated and remains the responsibility of the governing body. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new accessibility Plan for the ongoing period. This plan 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.

13. Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

14. The School Prospectus will make reference to this Accessibility Plan.

15. The School's complaints procedure covers the Accessibility Plan.

16. The Accessibility Plan will be published on the school's website.

17. The Accessibility Plan will be monitored through the Governor Finance Committee.

18. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

19. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

**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).<br>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)<br>There are steps down to one of the Year 1 classrooms and to both Year 2 classrooms. Entrance is flat off the corridor.<br>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. |

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, access to the stage area for productions | To investigate and find a way to eliminate the steps to current KS2 classrooms | Wheel chair access will be improved and there will be access to more KS2 classes and the stage area | April 2027 | |
| Audit of pupil need and staff training to meet those needs | Review the specific needs of pupils living with a disability | Raised awareness by staff. Involvement of external agencies | Autumn 2026 | |
| Accessible parking | Bays are signed | There are specific parking bays | Summer 2027 | |
| Door are clear for all to see through | Anti-glare film applied to door | Doors can be easily seen | Ongoing | |

| | | | | |
|---|---|---|---|---|
| There are suitable facilities available in and around the reception area | Improve reception facilities | Facilities are suitable for all visitors and pupils | | |
| 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 | Ongoing | Yellow tape highlights the uneven surfaces. |
| Classrooms are organised to promote the participation and independence of all pupils | Review and implement class expectations – furniture and equipment | Lessons start on time without need to accommodate the needs of individual pupils | Ongoing | |
| To make the external 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 | Ongoing | |

| | | | | |
|---|---|---|---|---|
| To review the access to the hall once up the step and then the need to go round through the library and up a ramp | Contact the Local authority and asking for a review of access and any additional funding to make the site more accessible for wheelchair users | More streamline approach for pupils and less manual handling for staff | Dependant on DFC monies | |

| Action Plan 2: Improving Curriculum Access | | | | |
|---|---|---|---|---|
| TARGET | STRATEGIES | OUTCOME | TIME SCALE | GOALS ACHIEVED |
| Provide training for teachers / TA's on adapting 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 | |

| | | | | |
|---|---|---|---|---|
| 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 | |
| Ensure all staff and governors have access to specific training | SENCO to deliver training and provide periodical updates | SENCO will continue to audit staff skills depending on the needs of students joining the school. | Ongoing | |
| To review out outdoor and adventurous offer in preparation for pupils entering Year 5 so that outdoor and adventurous activities can be enjoyed by all | Contact providers | All children can access a school residential | Summer 2027 | |
| To review software available to support newly arrived children who don't speak any English | Research appropriate software and train staff accordingly | Children will be able to access some of the curriculum offer in their home language | Ongoing | |

| 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 | |
| To ensure there are clear and effective Emergency exit procedures. To buy and install evacuation equipment for wheelchair users | Review existing provision for lockdown and fire. Purchase equipment | Procedures in place and conforming to current H&S policies and procedures | Ongoing | |
| Availability of written information in alternate formats when requested including in a range of languages | The school will make itself aware of services available for converting written information into alternate formats | The school will be able to provide written information in various formats | Ongoing | |
| Make available brochures, newsletters and other information for parents in alternate formats when requested | Review current publications and promote availability in different formats | All school information available for all who request it | Ongoing | |
| Raise the awareness of adults working at and for the school on the importance of good communication skills. | Attend training | School is effective on meeting the needs of pupils | Ongoing | |
| Ensure members of staff with disabilities have termly meetings to raise any access to work issues | Calendar dates for staff to liaise with SLT re concerns, suggestions for improvement | Further awareness | Ongoing | |
| Review documentation with a view of ensuring accessibility for pupils with disabilities | Get advice on different formats from pupil voice | All school information available for all who request it | Ongoing | |

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.