



Accessibility Plan

Accessibility Plan (Including EYFS)

Policy Review Date: November 2017

Reviewed By: J Callaway & SLT

Next Review: November 2018 (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

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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.

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 in-depth 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 learning support tutor.

The Schools operate a referral system to identify those pupils who require additional support. Referrals can be made by teachers, parents or the individual pupils themselves. The Schools 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 SEN co-ordinator, 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 visual impairment issues (see learning support list for further information). 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 SEND co-ordinator 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 where students are struggling working.

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 SEN co-ordinator 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 the Schools' 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 2017 - September 2020.

The action plan below relates to the following ISI Regulatory Standards (paragraph 210 from the ISI September 2016 Commentary on the Regulatory Requirements) on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3. 2(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum ;
3. 2(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.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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

- Admissions Policy
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Development Plan
- Special Educational Needs and Disability 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 1:14 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. Disabled toilet provided in the main foyer area by the school office.

13. 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.
14. Education and Health Care Plans are drawn up in consultation with parents and health professionals when appropriate.
15. 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;**

Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Improve access to SEND information	SENCo, HT & IT support	Training Hardware & software to support information system	Improved accessibility and sharing of information	2017 / 2018
Where necessary, pre-Admission meetings with parents of children who need learning support or are disabled	HT, School Business Manager, SENCo, Site Manager		All pupils able to participate fully in school's curriculum	Annual review / as appropriate
Increasing the availability and use of IT for SEND and needs of each cohort	SENCo, HT & IT support	Touch screen PC's, Laptops, tablets, APPs and other devices available to support literacy or processing difficulties (Hardware & software) Training for staff	Improved accessibility	2017 / 2018
Provision of aids to assist visual or auditory impairment	SENCo & HT	Requirements as appropriate for individual's needs	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	Requirements as appropriate for individual's needs	All SEND pupils will be able to access tests and not be disadvantaged	
Train staff on development and effective use of IEP's and targets	SENCo	Inset time, training materials	Children and parents understand the targets and how to achieve them to support progress	Autumn 2017
Monitoring of pupils' progress with SEND	SENCo	Requirements as appropriate	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.**

Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Improved access along the main driveway into school site with handrail and ramps to all main buildings where practical, as necessary.	HT, School Business Manager	Installation of Handrail, ramps as required	Better accessibility for pupils	2017 completion Annual review
Request information on disabilities from new admissions	HT, School Business Manager, SENDCo, Site Manager	As required		Annual review
Environmental considerations made in classrooms / learning spaces to support for conditions of autism, epilepsy and visual impairment	SENDCo, all teaching and support staff	Any classroom refits to take into account needs of pupils with SEN, eg refit of audio-visual equipment in classrooms.	Improved physical environment so that all areas are conducive to learning and not considered as disorientating or confusing	Annual review
Check lighting for access requirements	HT, School Business Manager	Amendments as required	Improved physical environment so that they are not considered as disorientating or confusing	Annual review
Ensuring Class displays are accessible to all pupils	SENDCo, all teaching and support staff	Amendments as required	Improved physical environment so that they are not considered as disorientating or confusing	Annual review

Emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; explore alarms / systems with both visual and auditory components	HT, School Business Manager, SENDCo		Improved emergency and evacuation systems to inform all pupils	Annual Review /2018
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Standard to be met c) **Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**

Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
All curriculum resources and examination papers will be enlarged or produced on coloured paper as appropriate.	SENDCo / Teaching staff	Photocopying scripts / resources	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	Timetabling / staffing requirements	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	Resources as required and as appropriate (cost of software & time)	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?