AVISHAYES PRIMARY SCHOOL ACCESSIBILITY PLAN 25/26

Section 1: Vision statement

Purpose of the Plan
The purpose of this plan is to show how Avishayes Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability
According to the Equality Act 2010, a person has a disability if:

a) He or she has a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

- Health and Safety Policy
- SEN Policy
- SEN information Report
- Behaviour for learning Policy
- School Development plan
- Anti Bullying Policy
- Curriculum policy

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

Plan Availability:

- A copy is posted on the school's website
- A copy can be requested from the school office.

Review and Evaluation:
It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Avishayes Community Primary School will address the priorities identified in the plan. The plan is valid for 2024-25. It is reviewed annually.

Section 2: Aims and objective

The table below sets out how the school will achieve these aims.

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Targets	Strategies	Outcome	Timeframe	Monitored by
All staff to further develop their knowledge, understanding and skills to enable them to plan and provide effective provision for pupils with SEND and EAL.	The introduction of the Hub in 2019 has now been adapted to support the current needs of the school. It is called The Bridge and is the school's nurture base. In the morning children attend the Bridge with their allocated adults for alternative provision and the afternoons it is an allocated space for ELSA and nurture groups. Staff training this year will be focused on providing a sensory diet to pupils with additional sensory needs. A sensory room is located near Year 1 classroom and the library and can be accessed by all children who need some sensory time. A quiet zone in the KS2 learning zone will allow a space for brain breaks for some children in KS2.	Interventions have clear objectives, have pre and post assessment scores and they support learning in the class. Pupils are provided with resources and equipment to help the access the curriculum. Pupils' sensory needs are met within school and support their emotional regulation at home.	All year 2025/ 26	SENCO, SEN Gov. Headteacher
To improve the progress and participation for pupils with sensory and or physical difficulties	SENCO ensure that sensory resources and equipment are provided and in place around the school. Teachers and TAs ensure that sensory breaks are in place for pupils that need them. The sensory room is accessible and used by pupils that need it. Pupils in Early years are supported by adults using inclusive communication signs.	Visual timetables are displayed in classes. Individual visual timetables to be in place for SEND pupils with communication difficulties and if appropriate for SEMH pupils. Makaton will be used to support a pupil with Down syndrome	Ongoing 2025/26	SENCO, SEN Gov. Headteacher
Continue to enable all pupils to record learning in a variety of formats including alternatives to writing.	Laptops provided for some pupils to support learning through technology. Alpha smart technology used for some pupils for typing. A variety of pencil grips and writing slopes provided to pupils with fine motor difficulties.	Pupils will be able to record work in a variety of formats and know how to use various recording equipment. SEND pupils can access and work independently with individualised programmes when necessary.	Ongoing 25/26	Headteacher, SENCo and SEN GOV
To ensure that pupils with visual and hearing impairment have adequate provision in the classroom and throughout the school.	Hearing support advisor visits regularly to ensure pupils with hearing aids are helped with cleaning and checking hearing aids. Pupils with visual and hearing impairment are planned for in the class and on trips.	Teachers and TAs are aware of how to look after hearing equipment and how to check the equipment daily. Children are sat in adequate positions to see and hear in the class and assembly. External trip risk assessment plans have provision for pupils with hearing or visual impairment.	Ongoing 25/26	SENCO, teacher, Business Manager
Appropriate provision for parents to attend school events in place eg.. parent workshops, assemblies	The school team considers provisions to meet the needs of its parents. These could include: translator, seating arrangements, access arrangements to a particular part of the school. Access routes are clear for parents in electronic mobility scooters.	Appropriate provision is in place at all times for parents to access the site and speak to teachers.	Ongoing 25/26	Head, SENCo and SEN GOV Health and Safety Officer
To ensure that all pupils with SEND can access all areas of the school.	Pupils in areas of the school that require modified seating arrangements are provided. OT recommendations are put in place for toilet areas to support independence. SENCO ensures lunchtime provision allows for suitable sitting arrangements.	Pupils with SEND can move around their class, the hall and playground safely. Chair heights can be altered to be comfortable for pupils with physical disabilities.	Ongoing 25/26	SENCO, Early Years SENCO