

The venue Infant School

Accessibility Plan

Signed on behalf of the Governing Body: Mr Stewart Miller

Position: Chair of Governors

Date: 12th February 2026

Review date: _____January 2027_____

ACCESSIBILITY PLAN FOR THE AVENUE INFANT SCHOOL

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. Inclusion, Equality and Diversity in the EYFS, The Early Years Foundation Stage and The Special Educational Needs and Disability Code of Practice:0 to 25 years January 2015.

Definition of Disability

The definition of disability under the law is a wide one. A disabled person is someone who has “a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities”. (Disability Discrimination Act 1995).

The definition includes people with hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, sever dyslexia, gross obesity and diagnosed eating disorders are included.

This plan will be reviewed every year.

Gathering information:-

Target	Actions	Responsibility
To implement and maintain a monitoring system to support pupils with a disability.	Maintain a register of children with a disability. Monitor patterns of attendance. Monitor participation in off-site activities. Record pupil achievements. Carry out parent, pupil and stakeholder questionnaires/discussions to seek the views of those with disabilities.	SENCO ATTENDANCE OFFICER / FAMILY SUPPORT WORKER SENCO SENCO
To ensure the needs and aspirations of groups of users are met and understood	Develop a section in the Admissions form to seek information re: disabilities Offer Family Help support to families managing a disability Ensure hirers are aware of provision for disabled. To provide support to siblings whose brother/sister are affected by a disability. Hear the voice of pupils with disabilities to allow them to express their needs and aspirations	HEADTEACHER/GOVERNORS FSW / SENCO SBM FSW SENCO / FSW
Barriers to learning removed, children able to participate to the best of their ability in all areas.	Continuous CPD for teaching staff Regular monitoring of support Planning for future development of resources.	SENCO/HEADTEACHER SENCO SENCO/HEADTEACHER

Increasing the extent to which disabled pupils have access to the school curriculum:-

Target	Actions	Responsibility
To ensure the school develops children's awareness of disability.	Review PSHE curriculum to ensure disability awareness is taught effectively. Continue to school assembly rota with themes of inclusion, acceptance and tolerance. Provide opportunities for children to meet with people with a variety of disabilities. Review provision in other areas of the curriculum e.g. P.E. Provide training for staff for inclusion. Purchase books, toys and other resources that promote positive images of disability. Invite disabled speakers/visitors to school assemblies, events	PSHE SUBJECT LEADER HEADTEACHER PE SUBJECT LEADER SENCO / HEADTEACHER READING SUBJECT LEADER and FOUNDATION LEADER HEADTEACHER/DEPUTY HEAD TEACHER
To ensure pupils have full access to visits and extra-curricular activities	Risk assessment prior to visits. Ensure risk assessment includes accessibility issues. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities. Ensure staff are able to identify and provide excellent provision for children with disabilities.	TEACHERS / EDUCATIONAL VISITS COORDINATOR SENCO HEADTEACHER/FAMILY SUPPORT WORKER SENCO
To ensure staff are appropriately trained	Training in SEND for all staff to ensure that the needs of individuals are met. To ensure all staff are aware of SEND resources and how to use these within planning for children with SEND. Ongoing support to be provided to improve knowledge and confidence with their use.	HEADTEACHER/DEPUTY /SENCO SENCO

Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services:-

Target	Actions	Responsibility
To provide appropriate access to all users	Seek information on the needs of users and pupils and complete risk assessments where necessary. Provide aids for those who are visually impaired eg mark edge of steps, handrail at child height along hall corridor and steps to toilets and outside shelter. Direct wheelchair access to school building and disabled toilet via ramp at Reception classroom. Corridors to be kept clear from obstructions at all times, to the best of our ability. Regularly review organisation and usage of the school building to improve accessibility for current need.	HEADTEACHER HEADTEACHER /HEALTH & SAFETY GOVERNOR HEADTEACHER /HEALTH & SAFETY GOVERNOR ALL STAFF SLT
To ensure that disabled adults are considered	To welcome all applicants for teaching and TA posts. To encourage all members of the community to consider become a Governor.	HEADTEACHER/GOVERNORS HEADTEACHER/GOVERNORS

equally with others for posts in the school. To improve signage	Put up clear signs in the entrance and other areas – in different languages and formats.	SLT
	Ensure that all disabled pupils understand fire notices.	SLT

Making written information accessible to pupil in a range of different ways:-

Target	Actions	Responsibility
To review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when a child is admitted to the school.	HEADTEACHER
	Ask parents/carers and children about access to information in review meetings.	SEN TEAM
	Ensure presentations are available in other languages wherever possible.	HEADTEACHER
To increase support for parents of children with a disability	Ensure that the school prospectus explicitly welcomes children with a disability.	HEADTEACHER
	Encourage parents of children with a disability to support their children's education.	ALL STAFF
	Refer parents of children with a disability to 'The Local Offer' and via Family Hubs.	SENCO