



Avonbourne Boys' & Girls' Academies

The best in everyone™

Part of United Learning

Accessibility Policy

2025

The policy should be read in conjunction with the Academy's:

- Special Educational Needs and Disabilities policy
- Supporting Pupils with Medical Needs and Children with Health Needs who Cannot Attend School policy
- Health and Safety policy
- Equality Opportunities policy
- Behaviour Policy

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Avonbourne Academy aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. 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.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and Governors on equality issues, including the Equality Act 2010.

Our Academy's complaints procedure includes 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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to Avonbourne Academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan, and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by Avonbourne Academy towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) Improving Education and related activities – Avonbourne Academy will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Improving the physical environment of Avonbourne Academy for the purpose 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 academy – Avonbourne Academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the

site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** – Avonbourne Academy will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan {2025-28}			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
{state short, medium and long term objectives}			
All staff are aware of and understand the needs of all SEND students. (Long term, ongoing)	Staff CPD programme continues to develop skills and knowledge in using scaffolding/adapted techniques effectively. Teachers are held accountable for adapted/scaffolded support via learning walks within departments and across the whole academies. Visually and hearing-impaired students' access to learning is reviewed with the Visual and Hearing Impairment Services and advice is actioned. New 2025 SEND CPD sessions in process of planning to be delivered Spring/Summer 2025.	Overseen by the Assistant Principal responsible for CPD and delivered by SEND team and accessed by all staff.	Reviewed annually (July 25, July 26 and July 27)
Visual impaired students have work modified. (Medium term)	Pupil passports, SEND Register and emails to remind staff of their responsibility to provide work at the correct font size for students with Visual Impairments. Adaptions for exam papers for internal examinations and assessments.	Overseen by SENDCo and actioned by Hearing, Visual and Sensory Needs Learning Coach.	Reviewed annually (Sept 25, Sept 26 and Sept 27)
Ensure all extra-curricular activities are planned to allow for the participation of all students. (Short term)	Ensure trip approval documentation and risk assessments consider access for individuals with disabilities.	Head of Character Education	Reviewed for each trip. Ongoing.

Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
Ensure all emergency escape routes can be independently negotiated by Visually Impaired students and other students with a disability.	Personal emergency evacuation plans (PEEPS) completed for students with physical and / or sensory disabilities. Training and practice with students with a PEEP.	Overseen by SENDCo. Produced by Head of SEMH and physical well-being. Actioned by staff.	Reviewed annually in Spring term.
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager to ensure compliance with building regulations and good practice regarding accessibility.	Site Manager and EBM	Reviewed Sept 25 Sept 26 Sept 27
Ensure all ground floor rooms have wheelchair accessibility.	All double doors to be able to be secured open for wheelchair access. Ground floor access to all rooms. Routes which involve outside access, to be even and paved.	Site manager	Dec 24 Completed
Ensure all ground floor rooms have wheelchair accessibility.	To consider where ramps can be installed to increase access where there are small flights of stairs and implement these.	Site Manager	Dec 26
Section 3: How does school deliver materials in other formats? (Provision of Information)			
Accessibility outcome	Actions	Person Responsible	Timescale
School website is accessible.	Audit website accessibility.	Assistant Principal overseeing the website.	New information checked at time of uploading. Reviewed annually.
Make Academy brochures and newsletters and other information for parents /carers, available in alternative formats.	Review current school publications and promote the availability in different formats.	Assistant Principal overseeing the newsletter. All staff producing information leaflets.	Ongoing.
Review signage to ensure it is suitable for students with learning disabilities, visually impaired students and students with other disabilities.	Ensure signage is clear and well situated.	Site manager	Sept 24 Completed
Ensure Academy site is accessible to students with visual impairments.	Investigate signage colours to ensure these are more accessible to students with visual impairments.	Site Manager	Dec 25
Ensure extended safety and accessibility to Academy site for	Extend the addition of hazard warning markings on all stairs to highlight step edges.	Site Manager	Dec 25

students with visual impairments.			
-----------------------------------	--	--	--

4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.

Current Good Practice

- We aim to ask about any disability or health condition in early communication with new parents and carers.
- Car-parking includes disabled access parking spaces.
- Disabled students participate in extra-curricular activities or clubs and educational visits that are on offer. Learning coaches will attend an extra-curricular club or an educational visit with a student, if they need 1:1 support during an extra-curricular activity or the educational visit.
- Discretion is used for the administration of medicines and students go to a private room such as the medical room to take medication.
- The entrance features a secure waiting area with access to toilets through a secure door.
- We consult with experts when new situations arise regarding students with disabilities. This may include specific staff training.
- We have a Physical and Medical Learning Coach dedicated to ensuring disabled students have an appropriate health care plan in place.
- Exam Access Arrangements, reflecting normal way of working, are put in place for students with disabilities.

Date of this review	January 2025	Review period	1 Year
Date of next review	January 2026	Author	A Brittain
Type of policy	Statutory		
Approval M Dyer 3.2.2025			