Booker Avenue Infant School
Accessibility Plan

2026-29

Purpose of the plan
Booker Avenue Infant School aims to treat all members of the school community with the highest regard and, wherever possible, take reasonable steps to avoid placing anyone at a disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to all people in the school. In line with the Equalities Act 2010, it is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Definition of Disability
A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

This definition includes people with a Hearing or Visual impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues and Incontinence. People with ADHD, ASD, Downs Syndrome, Severe Asthma, Diabetes, Cancer, Epilepsy, Sickle Cell Anaemia, and HIV are deemed disabilities. Facial Disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
If a person has been diagnosed in the past with a disability [for example those who have recovered from Cancer or with a history of Mental Illness] they are still covered by the legislation for the rest of their lives.

Legal Background
This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussion.

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

- Positive Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy
- SEND Policy
- School Improvement Plan
- Medical Conditions and First Aid Policy
- Mental Health and Wellbeing Policy

The Accessibility Plan will be published on the school website and be monitored through Governing Body committees and reported to the Full Governing Body with the school working in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Current Range of Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. These include social communication difficulties, Autistic Spectrum Disorder, ADHD, Hearing Impairment and medical conditions that require daily care.

Context of the school

The school is a single story building. There are ramps at the Office, Reception, Year One and Year 2 entrances. A toilet has been adapted in line with intimate care policies. There is a disabled toilet in the boy's toilets, girl's toilet and staff toilets. The main school entrance has a double door, as does the hall from 3 access points. Yellow paint is applied to the top and front edge of any steps down to the outside area. School corridors are wide enough to accommodate wheelchairs. All reasonable adjustments would be made for a child with additional accessibility requirements if needed.

Since the introduction of the first accessibility scheme in 2003 a number of actions have been taken in school to remove barriers and make school more inclusive and accessible.

- Internal doors have been replaced to make them easier to open and with two viewing panels to allow children to see inside more easily
- Main entrance moved to one level with low level push button access
- Reception Office has low access counter
- Seated waiting area for parents and visitors
- Disabled toilets and Changing/Shower System
- Disabled parking space
- Visual Timetables in all classes
- Prompt cards on staff lanyards to support social communication
- Personal lunchtime SA allocated to particular children
- Staff training to administer medication

	TARGETS	STRATEGIES	OUTCOME	TIME FRAME
Short Term	To create communication friendly classrooms and learning spaces across school.	SENDCO's audit current provision across the school.	To ensure that all children have appropriate approaches linked to learning, social interaction and Communication	Autumn 1
	Ensure all disabled pupils can be safely evacuated	Develop system to ensure all staff are aware of their responsibilities in relation to disabled pupils. Individual evacuation plans written and updated at least annually.	All disabled pupils and staff working alongside are safe in the event of a fire	Autumn 1
	To improve the awareness of access needs of parents and carers	One member of staff designated to oversee support for access and evacuation of parents and carers with disabilities during an event.	During large events and performances in school hall, visitors with disabilities will be appropriately seated and will be able to evacuate the building quickly and safely.	Autumn 1

Medium Term	To deliver all teaching resources in an appropriate adaptive manner for all children	To seek advice from other professionals as appropriate Enlarged print using appropriate font The use of over lays to support children with a dyslexic profile following Lucid Screen The use of coloured paper books for writing [as above] The use of Ipads to support writing for children with a disability The use of alternate reading schemes other than Jolly Phonics to support children with a disability Use of visual timetable and signage to promote appropriate cues for learning behaviour in each classroom Visual aids to act as cues to independence skills linked to self-care After assessment with class teacher, SENDCo and any outside agencies implement resources to aid concentration and learning. These include Threabands, Fidget Toys, Pencil Grips and Writing Slopes.	To provide quality first provision consistently across the school To ensure that adaptations to resources are made specific to each child with a disability so that learning potential is maximized Progress of pupils with disabilities in line with progress of all pupils	Autumn Term

Long Term	To ensure awareness of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the SEND Support Plan process when required Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process Within the admissions/induction process we will collect information of any disability so as to ensure appropriate access can be put in place	SEND Support Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues.	Ongoing
	To develop the emotional wellbeing of all children, staff and their parents in school	Head to lead on school pastoral and well-being agenda.	To promote the wellbeing of children with a disability and their families	Ongoing
	To review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print. Staff will support and help parents to access information and complete school forms	All parents receive information in a form that they can access	Ongoing

	To ensure that all staff supporting children with a disability receive appropriate training	Key staff across school trained in paediatric First Aid Access Plans in place for children with complex medical conditions as directed by complex needs inclusion team Medication administered by key staff in school and legislation linked to this documented and adhered to via school office	All children with a disability will receive support appropriate to need by highly skilled practitioners	Ongoing
	To ensure that all children are able to take part in extracurricular activities outside of learning time	Risk Assessments produced for extra curricular activities. Monitor and audit the take up of extra-curricular clubs	Children with disabilities will be able to access a club of their choice	Spring term
	Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from Hearing Impaired and Visual Impairment advisory teachers	All children have access to a visually supportive environment	Ongoing