



Queen Mary Avenue Infant & Nursery School

Dream Big, Shine Bright

ACCESSIBILITY PLAN 2023-2026



Target	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Equality and Inclusion					
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	SLT	SLT
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation.	On-going	SLT	SLT
Physical Environment					
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to	Audit of accessibility of school buildings and grounds by SLT, Premises Manager, Business Manager and Health & Safety Governor.	Modifications will be made to the school building to improve access.	On-going	Business Manager/Premises Manager	SLT / Governors

the school's physical environment for all.	Suggest actions and implement as budget allows	Feedback to staff with any concerns or updates.	Termly		
	Termly check on effectiveness of fire evacuation procedures to ensure they meet the needs of all.	Feedback to staff with any concerns or updates.	Autumn Term		SLT / Governors
	Review evacuation plans following building works.	Feedback to staff with any concerns or updates.	Annually		SLT / Governors
	Annual review of Fire and Safety signage by Premises Manager.				SLT / Governors
Curriculum					
To continue to train support staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of children and provide training for staff as required.	Teachers and TA's are able to enable all children to access the curriculum.	On-going	SENDCO	SENDCO / SLT
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly	SENDCO	SENDCO / SLT

To meet the needs of individuals during statutory testing.	Children will be assessed, in accordance with regular classroom practice, additional time and additional resource requirements.	Barriers to learning will be reduced or removed enabling children to achieve their full potential	Annually	SENDSCO/Assessment Co-ordinator	SLT
To ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residentials etc.	Review out-of-school provision to ensure compliance and legislation.	All external providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	SENDSCO, Teachers, KS Leads	SLT
Written / Other information					
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	Administration / SLT	SLT
To ensure that parents who are unable to attend school, because of a disability, have access to parent's consultations.	Staff to hold parents consultations by phone or send home written information.	Parents are informed of children's progress.	Termly	Teachers	SLT

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenge negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition (Equality Act 2010) "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".

Physical or mental impairment includes sensory impairments and also hidden impairments.

At Queen Mary Avenue Infant and Nursery school, we pride ourselves on being a fully inclusive as we can possibly be. We want all children to enjoy school, to be challenged to achieve their very best and we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We intend to implement the general duty by actively reviewing all our policies, procedures and planned access improvements to remove barriers that result in greater recruitment and retention of disabled staff and greater participation of disabled pupils, disabled parents and community members.

It is also a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plan also demonstrates how the school will address the priorities identified. The action plan is to cover pupils, staff, parents and users of the school.