



# The Avenue School Special Needs Academy

## **Accessibility Policy**

Date policy last reviewed:  
October 2025

Symon Cooke (Head  
teacher)

A handwritten signature in black ink, appearing to be 'S Cooke', written over a horizontal line.

## **Contents:**

### Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Monitoring and review

## Statement of intent

The Avenue School Special Needs Academy is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with all pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all pupils are able to enjoy and access all aspects of educational life, with fairness and equality at its core practices and environment. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils and staff who share other protected characteristics are outlined in the Equality and Diversity and Inclusion Policy and objectives.

This policy must be adhered to by all staff members, pupils, parents and visitors.

# 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

## 2. Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have 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.

## 3. Roles and responsibilities

The Trustee Board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities, medical conditions and needs, as appropriate.
- Ensure that all appropriate colleagues are aware of the needs, disabilities and medical conditions of a new pupil,
- Consulting with family and relevant professionals if challenging situations regarding pupils’ disabilities and needs arise.
- Working closely with the Trustee board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.
- Work closely with the Trustee board, and the Leadership Team to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting pupils with SEND and protected characteristics to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, in line with the Medication Policy.

## 4. Accessibility Approach (objectives with the School Development Plan)

The school's Accessibility approach demonstrates how access will be improved for pupils, staff, parents and visitors to the school.

Accessibility objectives are embedded within the School development Plan (SDP) and will complement and support all school policies, particularly the school's Equality Policy and Objectives, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum and every aspect of school life, with maximum independence
- To improve and maintain the school's physical environment to enable disabled users to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled users

The school will provide adequate resources for implementing individual and whole school plans, ensuring pupils and users are sufficiently supported.

The Accessibility approach (via the SDP) is reviewed termly and will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of pupils and users. It will be used to advise other school planning documents and will be reported upon, 3x per year at Trustee meetings, in respect of progress and outcomes.

The school will collaborate with the LA and other professionals in order to effectively develop and implement the approach and targets.

## 5. Equal opportunities

The school strives to ensure that all pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility approach and SDP targets will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, promote inclusion, and allow all pupils fair opportunities.

Staff members will be made fully aware of the needs of each pupil and will take the appropriate steps to ensure the pupil is effectively supported. Teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential, maximise their independence and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities as appropriate to their individual needs.

## 6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will support pupils with SEND by making any reasonable adjustments necessary during exams.

Information will be obtained on future pupils in order to facilitate advanced planning as per the admissions and transitions strategy. Prospective parents are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## 7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability, unless it impacts negatively on their state of regulation, behaviour or health. The school aims to provide a differentiated and flexible curriculum to enable all pupils to feel secure, maximises independence, and make progress.

All staff will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan and preparedness for learning. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential, advice will be sought from appropriate colleagues and outside agencies where necessary.

The class teacher, supported by the Deputy Head (Quality of Education), senior staff, pathway and subject leads, and in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with the limitations of the school and practical application, will be made for any learning and situation.

There are established procedures for the identification and support of pupils in place at the school. Detailed pupil information on pupils is given to relevant staff in order to support teaching and maximise learning.

The school ensures that specialist resources – including physical resources and appropriate levels of staffing are available and are appropriately deployed to fully support access to school life and the curriculum.

## 8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are considered; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, will be communicated to all appropriate parties when required.

## 9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

Equality impact assessments will be undertaken as and when school policies are reviewed.