



AVANTI HALL
SCHOOL

Accessibility plan

Avanti Hall School

| | | | |
|----------------------------|-------------------|--------------|--------------------|
| Approved by: | Carolyn Dickinson | Date: | __ / __ / __ T B C |
| Last reviewed on: | N/A | | |
| Next review due by: | February 2023 | | |

Contents

| | |
|--|------|
| 1. Aims | Pg 2 |
| 2. Legislation and guidance | Pg 3 |
| 3. Action plan : Improving participation in the curriculum | Pg 4 |
| : Improving the physical environment | Pg 6 |
| : Improving delivery of written information | Pg 7 |
| 4. Monitoring | Pg 8 |
| 5. Links with Other policies | Pg 8 |

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Avanti Hall School our ethos is built on three areas:

Educational Excellence;
Character Formation; and
Spiritual Insight.

We are very proud of our inclusive, warm and caring approach. Strong relationships between staff and pupils are incredibly important to us and are key to ensuring that your children will flourish and reach their academic and social potential. Inclusivity is vital to our work and we strive to ensure all pupils and staff feel included in the education. We use a variety of strategies to help implement

success.

Avanti Hall School recognises the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers 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](#).

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 an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Improving participation in the curriculum | | | | |
|--|---|--|------------------|---|
| Priority | Lead | Actions/strategy | Timescale | Success criteria |
| Training for staff to increase access to the curriculum for all pupils | Assistant Head for Inclusion (NR) | <ul style="list-style-type: none"> - CPD training for staff on various SEN needs - Differentiation training for all staff | Autumn term 2020 | <ul style="list-style-type: none"> - Staff training completed - Differentiation apparent in all lessons - Pupil progress increases for all pupils |
| Learning environments to be adapted where required | Assistant Head for Inclusion (NR) Class teachers | <ul style="list-style-type: none"> - Needs to be identified by classroom staff - Model examples presented to staff during an INSET day | Spring term 2021 | <ul style="list-style-type: none"> - Pen Portraits developed where required - Visual timetables accessible to all - Better pupil engagement in lessons for disabled/SEN pupils |
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupils | SENCO Teachers | <ul style="list-style-type: none"> - Required resources to be identified - EHCP funding (where applicable) to be utilised for specialist equipment - Use of programmes such as speech to text, reading pens, to access the curriculum - Development of Speech & Language Provision within the school | Autumn 2021 | <ul style="list-style-type: none"> - New equipment purchased - All pupils able to express themselves regardless of need - Barriers to learning removed |

| | | | | |
|--|------------------------------------|---|-------------|---|
| Adaptations to the curriculum to meet the needs of individual learners | SLT SENCO Teachers LSA/SSTAs | <ul style="list-style-type: none"> - Ongoing curriculum review and mapping - Timetable adaptations where appropriate | Ongoing | <ul style="list-style-type: none"> - Progress for all pupils - Specialist appointments attended |
| | | <ul style="list-style-type: none"> - Access to specialist appointments (therapy, SALT, physio, OT etc.) | | <ul style="list-style-type: none"> - Inclusive school environment |
| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils | SLT Club leaders | <ul style="list-style-type: none"> - Risk assessments to be completed and all resources obtained - Legal requirements met - High levels of supervision if required | Autumn 2021 | <ul style="list-style-type: none"> - Increased access to extra-curricular activities and trips for all pupils. |

| Improving physical environment | | | | |
|--|--|---|---|---|
| Priority | Lead | Actions/strategy | Timescale | Success criteria |
| Ensure all pathways are clear and accessible to all | Premises team SLT | <ul style="list-style-type: none"> - Clear overhanging vegetation - Salt pathways when necessary - Ensure proper gripping is in place on wooden steps - Disabled routes around site signposted - Ensure outside equipment is kept clear of accessible routes | In place and ongoing | <ul style="list-style-type: none"> - All pupils and staff able to access all areas - New accessibility signage installed - Create disabled access to Forest School area |
| Maintain safe access around the interior of the school | Premises team SLT Teaching staff | <ul style="list-style-type: none"> - Awareness of flooring, furniture and layout in planning for disabled pupils - Colour schemes/signage suitable for those with visual impairments - Audit of accessibility | In place and ongoing | <ul style="list-style-type: none"> - All pupils and staff can move safely around school and access all areas |
| Good quality wheelchair accessibility | SLT Premises team | <ul style="list-style-type: none"> - Ensure disabled parking is accessible and appropriately labelled/signposted - Wide corridors/doors with wheelchair accessibility - Platform lifts in buildings with 2 storeys - Develop wheelchair access to Sunken Garden | In place and ongoing Summer 2021 | <ul style="list-style-type: none"> - Good wheelchair access throughout the school - New disabled parking signage installed - Gate & ramp implemented |
| Disabled and ambulant disabled toilets accessible in all areas | SLT Premises team | <ul style="list-style-type: none"> - Ensure that all disabled toilets are accessible and appropriately labelled - Ambulant disabled toilets are the last toilet in every block of toilets | In place and ongoing | <ul style="list-style-type: none"> - All disabled toilets labelled - Ensure that access to disabled and ambulant disabled toilets kept clear and any issues with disabled toilets swiftly dealt with by premises team |

| Improving delivery of written information | | | | |
|---|------------------------------|--|----------------------|--|
| Priority | Lead | Actions/strategy | Timescale | Success criteria |
| Availability of written material in alternative formats | SLT Business Support Team | <ul style="list-style-type: none"> - Regular newsletter for staff and parents available in two versions - Content published on school website and available as paper copy on request - Key documents available as pdf downloads on website - Provide translated documents where possible | In place and ongoing | <ul style="list-style-type: none"> - All parent/carers will be up to date and well informed of school information - Accessible newsletter version to also be made available on website |
| Ensure documents are accessible for pupils with visual impairment | Teachers SENCO | <ul style="list-style-type: none"> - Seek and act on advice from sensory support advisor on individual pupil requirements - Use of magnifier /coloured paper/ coloured foils where appropriate - Ensure large, clear font used in documentation | Summer 2021 | <ul style="list-style-type: none"> - Pupils able to access all school documentation |
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings | SLT Teachers | <ul style="list-style-type: none"> - Effective use of phone conversations and online meeting via TEAMS/Zoom for parental meetings including parents evenings | In place and ongoing | <ul style="list-style-type: none"> - All parents have full access to teaching staff and knowledge of their children's progress or able to discuss concerns |

5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

This policy will be approved by Avanti South West Hub board.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum Policy
- Behaviour Policy
- Ethos Handbook

