



ACCESSIBILITY PLAN

AVANTI HOUSE PRIMARY SCHOOL

This policy is in force until further notice from:	Spring 23
This policy must be reviewed by:	Autumn 2025
Policy Author(s):	Matt Hassall (Estates & Premises)
Location of publication of policy: Date policy reviewed by Compliance & Governance Officers:	Spring Term 2023-24
Location of publication of policy:	The Trust Website* / Governor Hub <i>*accessible from all school websites</i>
Under the Trust's Scheme of Delegation (Part 3 (Policies)) material revisions to this policy must be approved by the Trust Board on recommendation of the AUDIT AND RISK COMMITTEE.	Audit & Risk Minute Ref 27 Spring Term 2024-25 Approved by Trust Board, 8 th March (Minute 83 refers).

Introduction

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 our schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

This is Avanti Schools Trust's Accessibility Plan and should be read alongside our Equality Policy. 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 Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Avanti Schools Trust is also committed to ensuring staff are trained in equality and inclusion practices with reference to the Equality Act 2010, including understanding disabilities within the context of our schools. The Trust's schools support partnerships to develop and implement this plan.

Implementation & Review

This Plan will be resourced, implemented, reviewed, and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This Plan will be reported upon annually in respect of progress and outcomes and a projected plan for the three-year period will be prepared ahead of the next review date. This plan reflects new statutory requirements for the setting of equality objectives.

Due to the dynamic and varied nature of the schools within the Avanti Schools Trust as well as the diverse staff and pupil base Appendix A also includes school specific targets set by the Principal, and agreed with Business Services Manager.

Scope

This Plan is structured to complement and support the Trust's equality and inclusion objectives. We are committed to taking action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness across the Trust. This Plan will show how access is to be improved for pupils with disabilities in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

This Plan contains relevant and timely actions to ensure access to the curriculum for all pupils, ensuring that pupils with a disability are as equally prepared for life as pupils who do not have a disability. This covers teaching, learning and the wider curriculum of the Trust, such as participation in after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

The Plan

Target	Strategies	Time scale	Responsible	Success criteria
Access to the curriculum				
Ensure all class based staff have access to training on disability issues	Adding appropriate training to National Collage watch list. Ensuring training is up to date	Annual refresh or training		All class based staff have access to training on disability issues
Ensure all staff are aware of each pupil's needs	Set up an information sharing system for all staff. Display information relating to specific needs in the staffroom	Review termly		All staff aware of individual pupils' access needs and specific medical needs
Ensure all staff are able to use the SEN software and resources	Make list of available resources so that staff are aware and ensure that all staff are able to use them (offer training where needed)	Beginning of each academic year		Resources are used effectively in lessons across the school

Review the curriculum annually to ensure that it is accessible to the current cohort	Include a reference to disability equality in all curriculum reviews	Annual	Subject leaders	Curriculum accessed fully by all students
Access to the physical environment				
Ensure that the schools are aware of access	Individual access plans for all pupils where necessary	Annual		Access plans in place and awareness of
needs of pupils Include questions in the confidential pupil information questionnaire about pupil access needs – ensure they are met				pupils' needs among staff. All pupils are able to access the site and all activities.
Ensure that all pupils can be evacuated safely	Ensure that PEEPs are in place where necessary and that staff are aware of their responsibilities	Annual		Ensure that PEEPs are effective and that staff are aware of their responsibilities
Ensure access and escape routes are suitable for all.	During planning of temporary and permanent buildings ensure that the needs of disabled pupils are met. Ensure buildings that are in use are accessible.	Review during RDD and project planning stage	Estates	All common facilities are located on the ground floor, ramp access where necessary, good signage for the visually impaired etc...

Access to information

Review information to pupils, parents and carers to ensure that it is accessible

Consult as to what information is needed on Pupil Information questionnaire on entry. Review all letters to make sure they are written in plain English. Produce Newsletter in large print, on coloured paper, or in braille if needed

Review annually

All pupils and parents receive information in a format that is accessible

Appendix A

ACCESSIBILITY PLAN

Action plan

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

AIM	CURRENT GOODPRACTICE	OBJECTIVES	ACTIONS TO BETAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase accessto the curriculumfor pupils with a disability	<ul style="list-style-type: none">• Our school offers a differentiated curriculumfor all pupils• We use resources tailored to the needs of pupils who require support to access the curriculum• Curriculum resources include examples of people with disabilities• All children are taught about being different physically, emotionallyand spiritually• Curriculum progress is tracked for all pupils, including those with a disability• Targets are set effectivelyand are appropriate for pupils with additional needs• The curriculum is reviewed to ensure it meets the needs of all pupils	<p>All planning and teaching to be inclusive</p> <p>Adaptive resourcesused within the classroom so all children can be successful</p> <p>Differences are celebrated throughPSHE, assemblies</p> <p>Targets are SMARTand appropriate for the individual child</p> <p>Continue to includesensory breaks for pupils who need it</p>	<p>Monitoring of planning</p> <p>Leaders to provide training and feedbackto further improve personalisation where needed</p> <p>Care plans to includespecific targets for children</p> <p>Additional resourcesare purchased so all children can accessthe curriculum</p>	SLT / SENCo Curriculum Lead	Every September (beginning of each new academic year)	All children to be successful regardless of any disability

	CURRENT GOODPRACTICE	OBJECTIVES	ACTIONS TO BETAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators/ lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Astroturf access 	All areas of the school are accessible for any member of staff or child with a disability	<p>Annual audits to inform any changes needed</p> <p>Regular checks</p>	SLT and SENCO Site manager	Every September (beginning of each new academic year)	All areas of the school are accessible for any member of staff or child with a disability
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Appropriate acoustics in class- particularly in a class of pupils with a hearing impairment 	School to be a fully inclusive school, following on the recommendations of the Silver Equality Award	Continued support with Children's Sensory Team to ensure that enlarged books and equipment is available	SENCO SLT All staff		School to be fully inclusive and remove barriers where applicable