



## ACCESSIBILITY PLAN

### Avanti House Secondary School

This policy is in force until further notice from:	Jun-21
This policy must be reviewed by:	Jun-22
Policy Author(s):	Andrea Kahn
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Reviewed by:	Julie Day
[Only if policy applicable to ASL] The Avanti Services Limited Board adopted this policy on:	
[Only if policy applicable to GL] The Govinda's Limited Board adopted this Policy on:	

## **ACCESSIBILITY PLAN**

### **Action plan**

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with additional needs</li> <li>• Targets are set effectively and are responsive to individual learning needs.</li> <li>• The curriculum is reviewed to ensure it meets the needs of pupils</li> <li>• Ensure that all school trips and residential visits are fully accessible for students with learning, emotional and physical difficulties</li> </ul>	<p>Ensure that staff have appropriate and regular training to be able to effectively support students with additional needs</p> <p>ICT provision for students with additional needs – long term or short term</p> <p>Ensure staff (including cover staff) have</p> <p>Ensure all children to make progress within the curriculum from their prior attainment starting point.</p> <p>Ensure that pupils and their families are fully involved in the review of individual plans</p> <p>Continuous planning Pre trip or advanced visits. Evolve form and Risk assessments SENCO to meet and update parents accordingly</p>	<p>Audit of staff knowledge, skills and training.</p> <p>SMART target setting for TAs</p> <p>SENDCo to review available resources and order resources to meet individual need. Individual Support Plans to be put in place for children with additional needs and reviewed termly.</p> <p>Continue to seek and follow the advice of LA services, and appropriate health professionals.</p> <p>Ensure access arrangements reviewed and put in place for all student assessments where needed</p>	<p>SET/SENDCo</p> <p>SENDCo/ Inclusion Manager</p> <p>SENDCo/ Inclusion Manager</p>	<p>Autumn 2021</p> <p>Termly</p> <p>Ongoing</p>	<p>Pupils make measureable progress towards individually set outcomes.</p>	

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<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Level access approach to school buildings.</li> <li>• Ramps in external areas</li> <li>• Lift in main school building, which is regularly serviced</li> <li>• Corridor and doorways wide enough for wheelchair access and corridors kept free from obstructions.</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities including wet room and hoist.</li> <li>• Provision of tranquility room</li> <li>• Height adjustable tables available in classrooms</li> </ul>	<p><b>SHORT TERM</b></p> <p>Ensure classroom interiors are adapted to ensure access to all areas for pupils/ students with sensory/ additional needs</p> <p>Students with specific needs have all the appropriate equipment and furniture.</p> <p>Personal evacuation plans for identified vulnerable students.</p> <p><b>MEDIUM TERM</b></p> <p>Ensure fluorescent warning strips on vertical posts, steps and handrails, to support students with VI</p> <p><b>LONG TERM</b></p> <p>To ensure that all new and existing buildings and rooms allow independent access and uninhibited movement for all</p>	<p>Occupational Health review of specialist classrooms to ensure adjustments made for new students requiring additional support.</p> <p>Review door access and the cost of additional door retainers on doors leading to external playground area.</p> <p>Site Manager to keep review schedule of maintenance to ensure that no child's access to school and the grounds is impacted</p>	<p>SENCo</p> <p>Premises Team BSM</p> <p>Premises</p>	<p>Autumn Term 2021</p> <p>2021-2022</p> <p>Autumn 2021</p> <p>Ongoing</p>	<p>Consistency across school in adaptations and interiors to enhance access.</p> <p>Fully accessible building and grounds with achievable freedom of movement for all</p> <p>SLT are aware of any cost implications.</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources (where required)</li> <li>• Braille (where required)</li> <li>• Induction loops (where required)</li> <li>• Pictorial or symbolic representations (where required)</li> <li>• Dyslexia friendly strategies used in all classrooms</li> </ul>	<p>Improve the delivery of written information to students, staff, parents and visitors with additional needs</p> <p>Improve staff use of ICT so it can be used to share information with people with additional needs.</p> <p>Individualised support to be put in place, dependent of a child's needs.</p>	<p>Investigate alternative ways of providing access to information, software and activities;</p> <p>Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.</p> <p>SENDCo to review available resources and order resources to meet individual need</p> <p>CPD and review of ICT use and confidence across staff</p>	<p>SET</p> <p>Inclusion Manager</p> <p>SENDCo</p> <p>SET</p>	<p>December 2021</p> <p>December 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Communication and information accessible to all</p>

