



AVANTI COURT

PRIMARY SCHOOL

Accessibility Action Plan

“Every decision must be made in harmony with the actual purpose of life” *Radhanath Swami*

Agreed & Ratified: September 2020 by SLT and the HT	Review date: September 2021
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Priority	Strategy / Action	Resources	Time	Success Criteria	Monitoring Method
Further improve the accessibility to the curriculum for all SEND pupils (focus on partial and full closure remote learning)	<p>Provide students with suitable learning resources to enable personalised learning for SEND pupils</p> <p>Ensure interventions are able to take place virtually if in the event of full/partial closure</p> <p>Ensure parents are given the necessary support to support their children who have SEND during a full/partial closure</p>	<p>SENCO £500</p> <p>Lap tops x 15 to be purchased September 2020- Trust has agreed to meet the cost</p>	<p>Ongoing</p> <p>September 2020</p>	SEND pupils fully accessing the curriculum and improved Academic achievement	HT DHT/ SENCO
To continually review attainment of all SEN pupils	<p>HT/ SENCO/Class teacher pupil progress meetings Scrutiny of assessment systems and data scrutiny</p> <p>Provision-Mapping Regular parent meetings</p>	Leadership time-weekly SENDCo	Half termly	Progress made towards IEP targets Provision-mapping shows clear steps and progress made	HT DHT/ SENCO and Year Group/Phase Leaders
Improve staff awareness of disability issues of SEND pupils	Avanti to seek advice and guidance from various professionals. Consider needs of specific students while at Avanti or off-site activities	Redbridge LA, SEATSS, Disability Rights Commission and all staff	On-going	Increased access to the curriculum Needs of all learners met Parents fully informed	HT DHT/SENCO
Improve range of skills and experience made available within Avanti so that staff are better able to assess and provide for the needs of pupils who have	Audit staff's current skills, training and experience. Augment these through training	Training sessions provided for TAs and teachers led by the SENCO	Ongoing	-Good, successful relationships with other professionals/agencies ie SEATSS Staff are secure in their understanding of learning difficulties and abilities and are able to develop and advice upon teaching strategies to	HT DHT/SENCO

learning difficulties and disabilities				enable SEND pupils have even greater access to the curriculum ASD children supported and accessing curriculum and making progress	
Ensure that all school trips and residential visits are fully accessible for students with learning, emotional and physical difficulties	Continuous planning Pre –trip or advanced visits Evolve form and Risk assessments SENCO to meet and update parents accordingly	EVC lead SENCO	On-going	School trips and residential visits are fully accessible for all students	HT DHT SENCO
Ensure correct procedures are in place for child with SEN/ specific risk assessments in order to evacuate the building in case of fire/emergency	Complete individual risk assessments for children who need specific access during fire drills. These are shared with class teacher and teaching assistants. Fire drill practices completed to check procedures are followed accurately. Evac Chair Procedure to be included in risk assessment if applicable. Training for relevant staff given.	SENCO	In place and on going	Successful timings for fire drills all SEND pupils needs are catered for.	HT DH SENCO Class teachers

Maintain Safe Access around exterior of school	<p>Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.</p> <p>Ensure disabled parking bays are kept free for use.</p>	Cost included in ground`s maintenance contract	On going	Disabled people to move unhindered along exterior pathways	HT Site Manager Finance
Appropriate use of specialised equipment to benefit individual pupils and staff	<p>Specific cushion seats for children</p> <p>Specific training in word processing skills through Touch Type Programme. Laptops</p> <p>Sloping boards and adjustable tables for pupils with fatigue problems or physical disability.</p> <p>Coloured overlays for pupils with visual difficulty.</p> <p>Specially shaped pencils and pens for pupils with grip difficulty</p> <p>Staff trained as appropriate.</p>	Specialist equipment as listed £500	On going on needs basis	Increased access to the curriculum Needs of all learners met.	HT DHT/ SENCO Finance
Training for teachers/TAs on differentiating the curriculum and effective communication with parents	<p>Staff training and meetings with parents of SEN pupils arranged</p> <p>Staff trained on the use of multi-media activities to support the curriculum where appropriate and the use of interactive ICT equipment</p> <p>Specific equipment sourced from occupational therapy/Early Years Intervention/ outside agencies</p>	Training time TA time allocated	On-going	Increased access to the curriculum Needs of all learners met Parents fully informed	HT DHT/ SENCO
Improve sound system in the hall to support pupils, staff	Purchase a new sound system-evaluate effectiveness	£1000	September 2020	Learners, staff and parents can access what is being said in the hall	FM and Site Manager

and parents who are hard of hearing					
To ensure that the environment is visually appropriate for all pupils	Displays in classrooms to be engaging but confined mostly to shades of blue with lettering in one single colour. Spaces and places for pupils with ADHD/ ASD to be available where they can feel calm and safe when needed. Deliver INSET for staff on effective displays	£500	From October 2020	All teaching & non-teaching staff Monitored by HT/Leaders	Environment is interesting and does not give a sensory-overload with multi-coloured lettering and clashing display boards.