



ACCESSIBILITY PLAN

Avanti Court Primary School

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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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>To increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated spiral based curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources/texts include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Medium: To further enhance curriculum access for all pupils particularly those with SEND/EHC</p> <p>Long: To enhance the planning of the curriculum to ensure it meets the needs of all learners particularly those with SEND</p>	<p>Training sessions for staff led by the SEND Lead and Inclusion Lead to ensure increased access to the curriculum for pupils with a disability particularly for non-core subjects.</p> <p>SEND Lead to ensure resources are appropriate to the needs of pupils and used effectively through monitoring, training and evaluation</p> <p>Review of the curriculum half termly to evaluate effectiveness for pupils with SEND-is it meeting their needs and how do we know? What are the next steps?</p>	<p>SEND Lead and Inclusion Lead with Subject Leads</p> <p>SEND Lead and Class Teachers</p>	<p>September 2021</p> <p>Evaluate half termly- Aut1/2/, Spring 1/2 Summer 1/2</p> <p>As above</p>	<p>Increased access to the curriculum which meets the needs of all learners particularly the disadvantaged.</p> <p>Resources used effectively in all subject areas to support pupils with a disability.</p> <p>Curriculum planning and resources show pupils/adults from a range of backgrounds and disabilities and as a result pupils are aware and understand disability and equality.</p> <p>Curriculum reviewed half termly to monitor the impact of the curriculum on needs of pupils.</p>

<p>Further improve the accessibility to the curriculum for all SEND pupils (focus on partial and full closure remote learning)</p>	<p>We provide students with suitable learning resources to enable personalised learning for SEND pupils during closures.</p> <p>We ensure interventions are able to take place virtually if in the event of full/partial closure.</p> <p>We ensure parents are given the necessary support to support their children who have SEND during a full/partial closure.</p> <p>We ensure that links are made between the parents and local authority to create a supportive network for our vulnerable pupils/parents</p> <p>Calls are made weekly to check that all vulnerable children are being supported</p> <p>Teachers differentiate the work set online during closures ensuring that the needs of the pupils are met.</p> <p>Interventions take place during closures, and the impact is monitored.</p> <p>During lockdowns all children with an EHCP are given the option of a school offer.</p>	<p>Long: Ensure parents are given the necessary support/advice to support their children with learning who have SEND during a full/partial closure</p> <p>Short: Interventions are effective for children with disabilities</p> <p>Short: Parents are effectively supported to deliver effective support during a closure</p> <p>Medium: To ensure teaching and learning meets the needs of all learners in all subjects</p>	<p>In the event of a closure inform parents of how the needs of their child will be supported</p> <p>SEND Lead to agree interventions with CTs and TAs and monitor impact</p> <p>SEND Lead to provide informal zoom drop in sessions, which parents can access and receive further advice</p> <p>SEND Lead and Subject Leads to monitor the work being set during a closure to determine if it meets the child's needs and next steps</p>	<p>SEND Lead/DHT and CTs</p> <p>SEND Lead/DHT and CTs</p> <p>SEND Lead/DHT and CTs</p> <p>SENDCo/DHT, Subject Leads and CTs</p>	<p>When needed in the event of closure</p> <p>When needed in the event of closure</p> <p>When needed in the event of closure</p> <p>When needed in the event of closure</p>	<p>Parents aware of how their child will access the curriculum during closures</p> <p>All SEND pupils access interventions and remote learning and as a result make progress</p> <p>Parents are supported effectively and as a result are able to support their children at home.</p> <p>All SEND pupils access interventions and remote learning and as a result make progress</p>
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<p>Continue to improve and maintain access to the physical environment on and off site</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps in place to support wheel chair access • Disabled parking bays • Disabled toilets and changing/washing facilities • The school is on one level to support access • There is a pathway leading from the upper to lower playground 	<p>Long: Ensure the school is accessible at all times to pupils/adults with disabilities</p>	<p>Avanti to seek advice and guidance from various professionals when enrolling pupils with special needs to ensure they have full access to the school.</p> <p>Consider/plan for the needs of specific students while at Avanti or off-site activities to ensure full access</p> <p>Ensure that pathways are kept clear of vegetation/ramps are in good working order and pathways are level.</p> <p>Make sure grounds maintenance contractors know which areas to prioritise.</p> <p>Ensure disabled parking bays are kept free for use.</p>	<p>SEND Lead/DHT/HT/CTs</p> <p>SEND Lead, CTs and parents</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Educational visits are arranged on a termly basis</p> <p>Daily basis</p>	<p>Increased access to the curriculum Needs of all learners met Parents fully informed</p> <p>Pupils with needs have full access to educational visits/school grounds</p>

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<p>Continue to further improve the delivery of information/curriculum to pupils with a disability</p>	<p>Staff training and meetings with parents of SEN pupils arranged</p> <p>Staff trained on the use of multimedia activities to support the curriculum where appropriate and the use of interactive IT equipment</p> <p>Specific equipment sourced from occupational therapy/Early Years Intervention/ outside agencies</p>	<p>Long: Increased access to the curriculum through effective CPD based on research</p> <p>Medium: Effective communication strategies for parents who have additional needs</p> <p>Medium: Plan and evaluate for the use of specific SEND equipment</p>	<p>Refresher training for teachers/TAs on differentiating the curriculum</p> <p>Refresher training for Admin on effective communication strategies and procedures to support parents with a disability</p> <p>Evaluation of the effectiveness of specific SEND resources by CTs, TAs and SEND Lead</p>	<p>SEND Lead/DHT/Office Manager</p> <p>SEND Lead/DHT/Office Manager</p> <p>SEND Lead, CTs and TAs. Half termly</p>	<p>Termly-see SIP</p> <p>September 2021</p> <p>Aut 1/2, Spring 1/2, Summer 1/2</p>	<p>Effective training delivered for TAs and teachers is effective and as a result pupils make progress</p> <p>TAs and teachers through effective CPD are able to deliver an effective curriculum and learning approaches</p> <p>Admin Team are aware of specific parent’s needs and implement strategies and procedures to support them</p> <p>TAs and teachers through effective training and planning are able to effectively use specific SEND equipment/resources and as a result pupils meet individual targets.</p>

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<p>To ensure that the classroom environment is visually appropriate for all pupils- particularly those with high needs</p>	<p>Displays in classrooms are currently engaging but could be overwhelming for specific children particularly for those with high needs</p> <p>Additional spaces for pupils with ADHD/ ASD are available where they can feel calm and safe when needed.</p>	<p>Medium:</p> <p>Class room environments remain interesting and showcases learning but does not give a sensory overload with multicoloured lettering and clashing display boards</p>	<p>Deliver INSET for staff on effective displays using research to develop an understanding of SEND needs</p> <p>Monitor displays and provide feedback</p> <p>Monitor learning behaviour of SEND pupils in learning environments to identify what is working well and what the next steps are</p>	<p>All teaching & non-teaching staff Monitored by HT/Leaders led by SEND Lead</p>	<p>September 2021 and monitored termly</p>	<p>Environment is interesting and does not give a sensory overload with multicoloured lettering and clashing display boards</p> <p>Pupils with high needs are calm within their learning environment and show appropriate learning behaviour</p> <p>Staff make informed choices about their displays based on research and evaluate impact</p>