

Accessibility Plan

Avanti Court Primary School



AVANTI COURT
PRIMARY SCHOOL

Approved by:	Dravit Koorichh	Date: 4 th December 2023
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1. Introduction

Schools' duties around accessibility for disabled pupils Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have now been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Trust to:

- Promote equality of opportunity for disabled people, pupils, staff, parents, carers, and other people who use the school and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Policy and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Trust will improve equality of opportunity for disabled people The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- to plan to increase access to education for disabled pupils.

1.1 The accessibility plan forms part of the School Improvement Plan Process and sets out the proposals of the Trust/SSC to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- improving the delivery to disabled pupils and pupils of information which is provided in writing for pupils who are not disabled.

1.2 In addition, the Disability Equality Duty (2006) requires all schools to:

- eliminate discrimination that is unlawful under the DDA.
- eliminate harassment of those with a disability.
- promote positive attitudes towards disabled persons.
- encourage participation by disabled individuals.
- take steps to take account of disabilities even if this involves treating disabled persons more favourably.

1.3 It is a requirement that the accessibility aspects of the accessibility plan are resourced, implemented, reviewed, and revised as necessary.

2. The purpose and direction of the school's plan: vision and values

2.1 This policy and plan should be read in conjunction with the school's other policies on Equalities and Special Education Needs and the Avanti Trust Special Education Needs policy.

2.2 The philosophy of our school is based on inclusive principles, which strive to promote equality.

2.3 Equality of opportunity means providing equal access and excellence for all in order to promote the highest possible standards of achievement.

- 2.4 Equality of opportunity applies to all members of the school community – pupils and pupils, staff, governors, parents and community members. It is based on the core ethos that lies at the centre of the vision of the Avanti Schools Trust.
- 2.5 In addition, the statutory inclusion statement in the National Curriculum for England describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum:
- setting suitable learning challenges.
 - responding to pupils' diverse learning needs.
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- 2.6 In order to achieve these aims, all members of our community must be able to access provision when they attend school. The values of respect and responsibility underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled pupils.

3. Information from pupil data and school audit

- 3.1 The DDA defines a disabled person as someone who has: a physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 3.2 The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and attention deficit hyperactivity disorder (ADHD). As such there is a significant overlap between those considered to have a disability and those who have special educational needs.
- 3.3 At school, a number of pupils have Special Educational Needs which is below the national average. Of these pupils with learning difficulties, a small number have physical disabilities.
- 3.4 The school site has wheelchair access to much of the premises. The site is on one level.
- 3.5 The school has set the following priorities for the development of information and data to support its accessibility plan:
- Further improve the accessibility to the curriculum for all SEND pupils (focus on partial and full closure remote learning)
 - Improve range of skills and experience made available within Avanti Court Primary so that staff are better able to assess and provide for the needs of pupils who have learning difficulties and disabilities.
 - Training for teachers/TAs on differentiating the curriculum and effective communication with parents.

Who will the Accessibility Plan be shared with?

- 3.6 Parents, pupils and staff will be informed of the accessibility action plan in December 2023.
- 3.7 Sharing of the action plan will ensure that as wide a range of people and groups are informed of the aims and actions within the plan. Continuous discussions and engagement will be a key element of the work of the school to ensure impact.
- 3.8 The action plan will be evaluated and shared with all stakeholders in January 2024.

4. Increasing the extent to which disabled pupils can participate in the curriculum.

- 4.1 The Inclusion Team and Avanti Court Primary Teachers and Teaching Assistants are the primary link between the school and disabled pupils. Their needs are considered and disseminated to all staff via the SEND register and Individual Learning Plans. Generally, pupils are taught, within class alongside their peers, however they may be withdrawn from class for specific interventions. They are given the opportunity to attend break time, lunchtime clubs, after school clubs and can approach any member of the team with a problem or a concern.
- 4.2 Effective, targeted, differentiation is a requirement for all good and outstanding teaching. Close contact between staff and the Inclusion Team will help facilitate far greater awareness of all pupils and pupils' needs. Regular Inclusion Team meetings (Learning, Attendance, Behaviour and Safeguarding) will help ensure close monitoring of groups of, and individual, pupils who are deemed to need extra support and monitoring.

5. Improving the physical environment of the school

- 5.1 The physical environment of Avanti Court Primary School caters for the needs of all pupils. The site is fully DDA compliant in terms of physical disability. The school will ensure that corridors are well lit and free of obstacles and that lesson changeover or transition is signalled appropriately.
- 5.2 The school is committed to continued consideration and the making of reasonable adjustments to the physical environment of the school to increase access for permanently or temporarily disabled pupils and visitors.
- 5.3 The school has strong partnerships with a variety of outside agencies: SEATss, LBR Speech and Language Therapists, NHS Speech, and Language and LBR Educational Psychologists, LBR Occupational Therapists who support the school to plan and adapt the curriculum to suit the requirements of all learners.
- 5.4 The needs of pupils and pupils with temporary disabilities are assessed by the Inclusion Team and appropriate strategies deployed to enable pupils to access learning as far as reasonably practicable.

6. Management Co-ordination and Implementation

- 6.1 Progress towards the Accessibility Action Plan will be reviewed as part of the school's annual evaluation of its Priority Action (Improvement) Plan in the Spring Term and Summer Term. The results of the evaluation will be reported to the SSC in Spring Term and in the Summer Term.
- 6.2 Evidence for the evaluation will include actions taken; resources deployed; scrutiny of school communication systems; work scrutiny; lesson observations and a judgement of the impact on teaching and learning:
- 6.3 Avanti Court Primary School is committed to equal opportunities and inclusion and this policy should be read in conjunction with the following policy documents:
- SEND Information Report
 - SEN Policy
 - Equality Policy
 - Teaching and Learning Policy
 - Child Protection Policy
- 6.4 The school will work closely with the relevant Local Authority Inclusion Team and Special Educational Needs Support Service and where appropriate enlist the support of the Primary Care Trust and Social Services:

7. Publication and dissemination of the school's plan.

7.1 The school makes its accessibility plan available in the following ways:

- publishing it on the school website
- making it available in alternative formats on request
- Informing parents through half termly meetings

The Accessibility Action Plan can be found on the school website.

8. Action Plan

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

Priority	Strategy / Action	Resources	Time	Success Criteria	Monitoring Method
Further improve the accessibility to the curriculum for all SEND pupils including pupils with injuries inhibit their access to writing.	Provide pupils with suitable learning resources to enable personalised learning for SEND pupils and pupils with injuries that inhibit their access to writing.	SENDCO Lap tops x 11 to be purchased	Actioned in September 2020	SEND pupils fully accessing the curriculum and improved Academic achievement	Principal Deputy Principal/ SENDCO
To continually review attainment of all SEN pupils	Principal/ SENDCO/ Class teacher pupil progress meetings Scrutiny of assessment systems and data scrutiny Provision-Mapping Regular parent meetings	Leadership time-weekly SENDCO	Half termly	Progress made towards ILP targets Provision-mapping shows clear steps and progress made	Principal/ Deputy Principal SENCO and Progress Leaders
Improve staff awareness of disability issues of SEND pupils	Avanti Court Primary to seek advice and guidance from various professionals. Consider needs of	Redbridge LA,	On-going	Increased access to the curriculum Needs of all learners met Parents fully informed	Principal / Deputy Principal / SENDCO

	specific pupils while at the school or off-site activities				
Improve range of skills and experience made available within Avanti Court Primary so that staff are better able to assess and provide for the needs of pupils who have learning difficulties and disabilities	Audit staff's current skills, training and experience. Augment these through training	Training sessions provided for TAs and teachers led by the SENDCO	Ongoing	-Good, successful relationships with other professionals/agencies. Staff are secure in their understanding of learning difficulties and abilities and can develop and advice upon teaching strategies to enable SEND pupils have even greater access to the curriculum ASD children supported and accessing curriculum and making progress.	Principal SENDCO
Ensure that all school trips and residential visits are fully accessible for pupils with learning, emotional and physical difficulties	Ensure that all school trips and residential visits are fully accessible for pupils with learning, emotional and physical difficulties	Principal / BSM	On-going	School trips and residential visits are fully accessible for all pupils	Principal / SENDCO & Class teachers and Avanti Schools Trust
Ensure correct procedures are in place for child with SEN/ specific risk assessments 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.	SENDCO	In place and ongoing	Successful timings for fire drills all SEND pupils needs are catered for.	Principal / SENDCO/ BSM / Site Manager & Class teachers

	Evac Chair Procedure to be included in risk assessment if applicable. Training for relevant staff given.				
Maintain Safe Access around exterior of school	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. Ensure disabled parking bays are kept free for use.	Cost included in ground`s maintenance contract	On going	Disabled people to move unhindered along exterior pathways	Principal Site Manager/ BSM Finance
Appropriate use of specialised equipment to benefit individual pupils and staff	Specific cushion seats for children Specific training in word processing skills through Touch Type Programme. Laptops Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty Staff trained as appropriate.	Specialist equipment as listed	On going on needs basis	Increased access to the curriculum Needs of all learners met.	Principal/ SENDCO

<p>Training for teachers/TAs on differentiating the curriculum and effective communication with parents</p>	<p>Staff training and meetings with parents of SEN pupils arranged 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>	<p>Training time TA time allocated</p>	<p>On-going</p>	<p>Increased access to the curriculum Needs of all learners met Parents fully informed</p>	<p>Principal SENDCO</p>
<p>To ensure that the environment is visually appropriate for all pupils</p>	<p>Displays in classrooms to be engaging but confined mostly to neutral shades.</p> <p>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</p>		<p>Ongoing</p>	<p>All teaching & non-teaching staff Monitored by Principals /Phase Leaders</p>	<p>Environment is interesting and does not give a sensory- overload with multi- coloured lettering and clashing display boards.</p>