



## ACCESSIBILITY PLAN

### AVANTI SCHOOLS TRUST

This is a Category 2 Trust Level 2 Policy:  
(Operationally delegated and applied Trust-wide)

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)
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 <sup>th</sup> 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	Timescale	Responsible	Success criteria
<b>Access to the curriculum</b>				
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 refresher 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
<b>Access to the physical environment</b>				
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 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...
<b>Access to information</b>				
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

<b>School specific targets</b>				
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success criteria</b>
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 or if changes occur.	BSM, SENDCo	Ensure that PEEPs are effective, and that staff are aware of their responsibilities
Ensure the site is well maintained and accessible.	Ensure site of clear and well-maintained, ramps and elevators are in working order, paths are clear.	Ongoing	Premises team	The site is well maintained.
Ensure teaching materials and marketing materials are accessible.	Ensure teaching materials can be printed in larger fonts, different colours, or provided as audio. Teaching materials to use accessible fonts (Arial, Verdana or Comic Sans). Ensure posters around the school and on noticeboards are readable and use accessible fonts.	Ongoing	Teaching staff, administrators.	Children and visitors receive accessible information.
Ensure first aiders are aware of other staff needs (if applicable).	First aiders to be briefed and action plans shared.	Annual	First aiders, SLT, BSM.	First aiders are aware of individual staff access needs and specific medical needs.
Ensure children have reasonable adjustments in place to support them during mealtime.	Ensure all children can participate in lunch time, ensure that accessible crockery is available (if applicable), headphones, etc.	Annual	SENDCo	All children have lunch in school.

<b>School specific targets agreed</b>		
Role	Signed	Date

Principal	Harry Penny	13 <sup>th</sup> November 2024
Business Services Manager	Kate Zakrzewska	13 <sup>th</sup> November 2024