



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), Harshah Parmar (SENCO) & Lalita Joshi (Principal)
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 th 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.

Our principles and values prioritize equality and inclusion by fostering a holistic development approach encompassing intellectual, personal, and spiritual growth. Our vision, "Avanti exists to help each person become a well-rounded human being through intellectual, personal and spiritual growth, and so make the world a better place" reflects our commitment to creating an inclusive environment where every individual's potential is nurtured, promoting social responsibility and contributing positively to the broader community.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan. We will work alongside Harrow services and the Avanti Schools Trust

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
Access to the curriculum				
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 refresh training	Senior Leaders, Subject Leads, Phase Leaders & SENDCO provide training for & monitoring of differentiation and resources used	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	Individual Learning Plans (ILPs) are monitored to ensure quality of provision by SENDCO & shared with parents/children	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	Senior Leaders, Phase Leaders & SENDCO	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


Access to the physical environment				
Ensure that the schools are aware of access	Individual access plans for all pupils where necessary	Annual	Site manager to monitor and ensure correct maintenance and repair of installations designed to support users with additional needs Risk assessments to be carried out by SENDCO and site manager	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. Allpupils are able to access the site and all activities.
Ensure that all pupils can be evacuated safely	Ensure that PEEPs are in place where necessary and thatstaff are aware of their responsibilities	Annual	School staff Senior Leadership	Ensure that PEEPs are effective and that staff are aware of their responsibilities
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 RDDand project planning stage	Estates	All common facilities are located on the ground floor, ramp access where necessary, good signage for the visually impaired etc...
Access to information				

<p>Review information to pupils, parents and carers to ensure that it is accessible</p>	<p>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</p>	<p>Review annually</p>		<p>All pupils and parents receive information in a format that is accessible</p>
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Appendix A

School specific targets				
Target	Strategies	Timescale	Responsible	Success criteria
<p>Improve the delivery of information to pupils with disability</p>	<p>We will ensure that: Our school uses a range of communication methods to ensure information is accessible to a wide range of users. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of specialist equipment such as magnifiers, use of braille and Induction loops, as recommended by external agencies • Pictorial or symbolic representations, eg, visual supports, social stories, Widget <p>Staff training in the use of specialist systems or equipment will be provided</p>	<p>Annually</p>	<p>Site supervisor Site manager SLT</p>	<p>Any site user needing a reasonably adapted environment will be able to access the curriculum, site and facilities at Avanti Primary School</p> <p>Staff are confident in the use of specific systems or equipment and enabled to fully support individual pupils</p>

School specific targets agreed		
<p>Role: SENCO</p>	<p>Signed: <i>F. Parmar</i></p>	<p>Date: 14.3.24</p>
<p>Principal</p>	<p>Signed: </p>	<p>Date: 14.3.24</p>

Business Services Manager

A handwritten signature in black ink, appearing to read 'F. Job'.

Date:14.3.24