



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): Date policy reviewed by Compliance & Governance Officers:	Matt Hassall (Estates & Premises) 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.

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 included school specific targets set by the Principal and agreed with the 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 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	Termly Review		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
Access to the physical environment				
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 that all pupils can be evacuated safely	Ensure that PEEPs are in place where necessary and that staff are aware of their responsibilities	Annual		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 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...
Access to information				
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

[illegible]

	disadvantaged compared to other students. Target setting of students is in line with school policy and sets achievable but challenging targets in line with the student's needs. Curriculum is personalised for the students as required, this includes flexibility in Early years, Key Stage 1 and Key Stage 2 to enable a curriculum which is supportive and meets the needs of all the students. High expectations for all students to access all of the curriculum and extra-curricular provision	Personalised curriculum which meets the needs of each child with disability or additional needs.	making expected progress. Use of FFT to set targets, communicate these effectively with parents, students and staff. Ensure all options considered for accurate target setting. Individual timetables set and agreed with parents, staff and students to meet the needs of the student.		each year. Reviewed each year	this to challenge themselves in order to make good progress. The curriculum is personalised, and the needs of all students are met.
Review access to the physical environment	Where possible each student's timetable will be altered to enable access to the school as required. Personalised timetable which enables access for disabled students to resources or rooms as required. Timetabling to be reviewed in	Arrangements reviewed each year Spaces allocated and monitored to ensure they are used correctly.	Review fire arrangements each year Monitored to ensure needs of staff being met. Monitored and reassessed each year. Review individual student risk assessments	Andy Loader (Site Manager) Alison McCulloch (Assistant Principal) Emma Barwise (Science Lead)	Reviewed each July for the following September. Specific needs identified in advance.	Personalised timetables enable students to access all resources and curriculum to be a success. Fire arrangements meet needs of all Disabled parking space available and monitored to ensure correct use.

	<p>line with student needs</p> <p>Personalised timetables enable students to access all resources.</p> <p>Fire procedures have arrangements in place for disabled staff and students.</p> <p>The lift makes all areas accessible for all.</p> <p>Disabled parking space is available at the school for parents and visitor spaces are available to ensure students can be dropped off in school.</p> <p>Staff with disabilities have been re-roomed to ensure they have access to facilities required and working hours adapted to ensure they can still perform at work. Where possible we have adapted the buildings to enable wider access. Ramps, stair lift have been utilised.</p>	<p>Review accessibility and address where possible.</p>	<p>for Science and practical work.</p>		<p>Monitored yearly.</p>	<p>Staff needs are met.</p> <p>Building is accessible for all students where it is possible to adapt and change in order to meet the needs of students and staff.</p> <p>Website reviewed and updated each term. Ensure all disabled stakeholders have access to resources to ensure that they are able to access all information in the school.</p> <p>Lessons are catered for to encourage messages are clear and enable students to learn effectively.</p>
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School specific targets agreed

Role	Signed	Date
Principal	Jen Penney	January 2025
Business Services Manager		January 2025