



## ACCESSIBILITY PLAN

### Avanti Park School

This policy is in force until further notice from:	Nov - 23
This policy must be reviewed by:	Nov - 24
Policy Author(s):	Andrea Kahn
Location of publication of policy:	School Website
Reviewed by:	Jane Smalley – Assistant Principal – Inclusion Abby Atkins - Principal
[Only if policy applicable to ASL] The Avanti Services Limited Board adopted this policy on:	
[Only if policy applicable to GL] The Govinda's Limited Board adopted this Policy on:	

## **ACCESSIBILITY PLAN**

### **Action plan**

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a curriculum for all pupils, as appropriate to their prior attainment level. The curriculum is scaffolded by teachers and TA to enable all pupils to access it</li> <li>• We use a range of resources tailored to the range of needs of all our pupils.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs, taking account of other areas where we are able to measure progress.</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Learning environments are adapted where required</li> <li>• We consult and take advice from specialist advisory services</li> <li>• Extra Curricular activities are planned to ensure reasonable adjustments are made.</li> </ul>	<p>All children to make progress within the curriculum from their prior attainment starting point.</p> <p>All children to have the resources needed in order to be able to access the curriculum and make expected progress.</p> <p>All disabled children to feel included, valued and represented as part of our school community.</p>	<p>Review available resources and order to meet individual need.</p> <p>Individual Learning Plans to be put in place for children with additional needs and reviewed termly – in place but need to be shared more effectively with parents via provision mapping.</p>	<p>AP Inclusion</p> <p>AP Inclusion</p>	<p>Reviewed and monitored termly</p>

<p>Improve and maintain access to the physical environment</p>	<p>Our environment is adapted to the needs of our pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Lifts- serviced regularly to allow access to the whole building.</li> <li>• Corridors wide enough to fit wheelchairs.</li> <li>• Corridors and doorways kept free of obstructions at all times.</li> <li>• Disabled parking bay in car park</li> <li>• Multiple Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• We consult and take advice from specialist advisory services</li> <li>• Sensory audit of classrooms and hall carried out by Qualified Teacher for the Deaf.</li> <li>• Floor markings in place in Chantry building to meet the needs of children with a visual impairment</li> </ul>	<p>For all disabled children to be able to access all areas of the school, at all times.</p> <p>For the needs of all disabled children to be met at all times.</p> <p>For all disabled children to be included in all aspects of 'school life'.</p>	<p>Site Manager to keep review schedule of maintenance to ensure that no child's access to school is impacted.</p> <p>All staff to be aware of importance of keeping corridors/ entrances free of clutter.</p>	<p>Caretaker, AP- Inclusion All staff</p>	<p>By Sep 2023</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Dyslexia friendly strategies used in all classrooms e.g use of coloured backgrounds in powerpoints</li> <li>• Large print resources (where required)</li> <li>• Knowledge notes and organisers which help pupils with additional needs access the curriculum</li> </ul>	<p>For all children to be able to access the information given to them to make expected progress.</p> <p>Indivudalised support to be put in place, dependent of a child's needs.</p> <p>Hearing impairment training for staff as appropriate</p>	<p>AP Inclusion to review available resources and order resourcesto meet individual need.</p> <p>Regular CPD training for staff regarding meeting the needs of SEND children.</p>	<p>AP Inclusion</p>	<p>Regularly reviewed and monitored.</p>