



KRISHNA AVANTI

Excellence · Virtue · Devotion

'I will give teachings to all and live by what I teach.'
Lord Chaitanya

Accessibility Plan

Approved: September 2019

Review Date: September 2022

INTRODUCTION

Krishna Avanti Primary School Leicester (KAPSL) is a diverse and inclusive community that focuses on the wellbeing and progress of every child and each child of school are of equal worth. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best'.

KAPSL will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions. The school's SEND policy play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

DEFINITIONS

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the School to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.

- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

AIM OF PLAN

All students will have access to appropriate learning and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

OBJECTIVES

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identify barriers in participation and find practical solutions to overcome these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.
- Further improve the accessibility to the curriculum for all SEND pupils.
- Continually Improve staff awareness of disability issues of SEND pupils.
- Improve range of skills and experience made available within Avanti so that staff are better able to assess and provide for the needs of pupils who have learning difficulties and disabilities.
- Ensure that all school trips and residential visits are fully accessible for students with learning, emotional and physical difficulties
- Ensure correct procedures are in place for child with SEN/ specific risk assessments evacuate building in case of fire/emergency

THE ACCESSIBILITY PLAN

This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above). The school is also committed to making reasonable

adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO consults the student and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy, Offer and SEND Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND).

The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:

- A lift giving access to the first floor.
- Disabled toilets are installed
- There is a disabled toilet with a hoist near library and worship hall
- There are 1 evacuation chairs and designated refuge points in the event of fire /fire drill.
- Site manager have had moving and handling training to ensure safe use of the evacuation chair.

RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The School is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

REVIEW

This Accessibility Plan has the status of a policy of the School and is reviewed every 3 years. The views of disabled students and parents will feed into the review