



ACCESSIBILITY PLAN 2017-8

[LINK: EQUALITY POLICY/SCHOOL EQUALITY PROFILE](#)

AIMS: (Equality Act 2010)

- Eliminate unlawful discrimination, harassment and victimisation & other conduct prohibited by the act
- Advance equality of opportunity between people who share a 'protected' characteristic and those who do not
- Foster good relations between people who share a 'protected' characteristic and those who do not.

TARGET	ACTIONS	RESPONSIBLE	TIMESCALE	LINKS	RESOURCES	IMPACT	MONITORING
1) <u>ACCESS TO LEARNING</u>							
<u>SUCCESS CRITERIA:</u>							
<ul style="list-style-type: none"> • School's learning 'offer' meets individual pupil 'need'. • Pupils make increased year on year progress. • Pupils have full access to learning through improved attendance. • Identified 'gaps' between pupil cohorts (pupil progress data) reduces year on year. 							
To review current whole school curriculum provision and its current impact on meeting individual pupil needs.	Identify targets through linked SIT and SDP action planning	CW/SIT Team Leads	2017-18	Disability Gender Race Age/sexuality Annual SDP	As identified through SDP.	Increased percentage of pupils meet end of year targets.	SLT/STG regular meetings GB on termly basis.
To provide a whole school 'total Communication' approach that meets the needs of all	To assess pupil needs and compile appropriate targets that meet	JW/EL/JK	2017-18	Disability Gender Race Religion	Equipment 'costs' as & when identified by SALT	Improved accessibility to learning for all pupils	Termly tracking of individual children Regular Communication

pupils	individual 'need'				Team		Group meetings
To implement 'Thrive' approach to support the emotional regulation of pupils.	To identify a 'baseline' Thrive stage for all pupils. To develop an 'action plan' for children requiring intervention. To 'track' progress for children subject to an 'action plan'. To initiate a family training programme.	JW/CW	2017-18	All 'strands'	MSB	Improved pupil accessibility to learning. Decrease in dis-regulation.	All pupils have a 'baseline' assessment. Monitor targets within action plans. Track and report on progress. Feedback to SLT/GB. Feedback on impact of family programme.
To promote learning opportunities within the area of Spiritual/Moral and Cultural in order to raise pupil awareness of difference & diversity.	To plan a range of learning opportunities/resource booklet to support pupil's awareness of diversity. Utilise individual pupil PLP's	CW/JW	2017-18	Disability Gender Race Religion SIT Team Plan 'Creative'.	Budget allocation.	Pupil accessibility to learning improved. Increased pupil awareness of difference/diversity	Termly monitoring by Learning area lead on 'coverage' achieved by all key stages. 'To Build a Profile' observations
To identify learning interventions that reduce barriers to learning using annual pupil progress data	To utilise data analysis to identify 'gaps' within different cohorts of pupils. Provide intervention to address 'need.'	JW/CW	2017-18	Disability Gender Race Age/sexuality SDP	Allocated time for review and evaluation. Budget for supply staff.	All pupils make expected or accelerated progress.	Report to GB on impact. Termly review meetings monitors impact.

To improve accessibility to learning through improved attendance for those pupils with medical issues	To identify interventions that will improve attendance for this cohort of pupils	CW/JP/KS	2017-18	Disability Gender Attendance Overview (Plan) Home Visiting Pathway (school & health)	Allocated time for half termly meetings (Attendance Group). Funding to employ P/THome Visitor & Attendance Team.	Improved attendance for those children with medical difficulties	Report to GB termly. Half termly meetings evaluate impact of interventions. Half termly meetings review & evaluate attendance data
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2) IMPROVEMENTS TO PHYSICAL ENVIRONMENT							
SUCCESS CRITERIA:							
<ul style="list-style-type: none"> • All pupils & stakeholders have full accessibility to learning environments • Pupils make increased year on year progress • The school environment is kept 'safe' for all stakeholders 							
To promote accessibility of the outdoor learning environment through the provision of canopies.	To prioritise canopies in KS1/KS2 areas to support learning accessibility for all children.	SIT Team Leads/CW (HT).	2017-18	Disability Gender Race Age/sexuality. SDP	Allocation of funds from MSB/Charity Account	Increased engagement in learning (LJF's)	Report to GB on progress. Monitor progress in meeting timescales within action plan.
To implement actions identified within relevant Action Plans	<ul style="list-style-type: none"> ➤ Risk Management Plan. ➤ Half termly H&S form overview. ➤ Fire evacuation Reports 	CW/GW	2017-18	All 'strands'	Funds from MSB Code 42009/Capital Fund.	School environment 'safe' for all children/staff/visitors to access	On-going assessment in line with timescales in action plans. Report to GB.
To focus on the	Identify and	CW	2017-18	Disability	Allocation	Improved	CW report to GB

school building specifically the upgrading schedule to ensure it is accessible to all pupils and staff.	prioritise upgrading to premises using Asset M. Plan. Identify timescales and actions. Source relevant contractors.		ANNUAL MONITORING Termly health & safety meetings		of funds from MSB	physical access to the building for all stakeholders.	termly
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3) IMPROVING INFORMATION FOR PUPILS							
SUCCESS CRITERIA:							
<ul style="list-style-type: none"> • Pupil Voice systems are effective in listening to pupil's thoughts and feelings • A high level of engagement ensures the learning 'offer' is relevant and motivating to individual 'need'. • Improved communication with all 'stakeholders'. • Children feel safe, happy and valued 							
To provide a forum for pupils to actively relay their thoughts and preferences through 'pupil voice' systems.	Formulate action points for development through SIT Team action plan To develop systems to improve pupil engagement in annual review process.	JW/ZR/CB	2017-18 MONITOR AT YEAR END	Disability Gender Race Age/sexuality SIT Team Plan 'Together'.	Time allocation SALT	Pupil 'voice' impacts on provision & practice.	SIT Team lead reports to SLT CW report to GB on termly basis. Pupils feedback via review process.
To provide pupils with the choice of engagement in a range of lunchtime and after school 'clubs'	Provide systems to enable children to make a choice of extended school provision	MS	2017-18	Disability Gender Race Religion Age/sexuality	PE Grant/MSB	Increased range of choice through accessibility to an	Review and evaluate pupil engagement and feedback. Report to SL's

				Gender re-assignment SIT Team 'Active'.		increased range of opportunities	
Review information to parents/carers to ensure it is accessible for 'all' in different formats.	Provide all written information and letters in clear print in plain English Staff to support parents/carers to access information and complete forms Develop 'facebook' as a means of informing stakeholders of school information	CW/JW/JM	2017-18	All 'strands'	MSB	Improved communication with all 'stakeholders'.	Feedback from stakeholder questionnaires/e mails/verbalisation.
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4) IMPROVING OUTCOMES FOR STAKEHOLDERS							
SUCCESS CRITERIA:							
<ul style="list-style-type: none"> • Improved partnership working supports pupil learning. • Early intervention ensures families have relevant and appropriate support. • Improved learning outcomes for both pupils and all stakeholders 							
To implement SEND reforms in line with statutory recommendations	To utilise current systems to support the conversion of pupil statements to EHCP.	JW/CB/JP	2017-18	Disability Gender Race Religion Age/sexuality	Allocated time for training updates and meetings	EHCP implemented within multi-disciplinary framework	Termly report to GB. Weekly SLT overview

	To ensure conversion & review process are 'person centred'.			Gender re-assignment			
To promote early intervention to improve outcomes for families & pupils.	To utilise recently appointed Parent Partnership Advisor to support the needs of families & pupils.	JP/CW	2017-18	Disability Gender Race Religion Age/sexuality SDP	Funding for salary costs.	Decrease in families moving to CP/CIN.	Report to GB on impact termly. JP report to CW & GB reps.
To work more effectively with parent/Carers on promoting joint approaches to learning.	To work with a range of professionals including school staff to provide opportunities of joint engagement (sharing/raising awareness/training)	ZR/CW	2017-18	Disability Gender Race Religion Age/sexuality Gender re-assignment SIT Team Plan 'Together'	Identification of training/awareness raising opportunities	Improved joint working impacts on an increased number of pupils making progress	Monitor feedback from parent/carers SIT team lead monitors progress and reports back to SLT on termly basis. Report to GB on impact termly.