Sunningdale School

ACCESSIBILITY PLAN 2018-9

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) ACCESS TO LEARNING **SUCCESS CRITERIA:** • **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/JW	2018-19	Disability Gender Race Age/sexuality Annual SDP	As identified through SDP (T&L)	Increased percentage of pupils make expected progress.	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/AN/JK	2018-19	Disability Gender Race Religion	Resources 'costs' to meet set pupil targets.	Improved accessibility to learning for all pupils	Termly tracking through PLP's Scheduled Communication Group meetings

pupils	individual 'need'						
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	2018-19	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	2018-19	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. 'Raising Achievement' Committee Staff termly review meetings monitors impact.
TARGET	**ACTIONS**	**RESPONSIBLE**	**TIMESCALE**	**LINKS**	**RESOURCES**	**IMPACT**	**MONITORING**
2) <u>IMPROVEMENTS TO PHYSICAL ENVIRONMENT</u> **<u>SUCCESS CRITERIA:</u>** • **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 implement actions identified within relevant Action Plans	➢ Risk Management Plan. ➢ Half termly H&S form overview. ➢ Fire evacuation	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.

	Reports						
To focus on the school building specifically the upgrading schedule to ensure it is accessible to all pupils and staff.	Identify and prioritise upgrading to premises using Asset M. Plan. Identify timescales and actions. Source relevant contractors.	CW/GW	2017-18 ANNUAL MONITORING Termly health & safety meetings	Disability	Allocation of funds from MSB	Improved physical access to the building for all stakeholders.	CW report to GB termly
TARGET	**ACTIONS**	**RESPONSIBLE**	**TIMESCALE**	**LINKS**	**RESOURCES**	**IMPACT**	**MONITORING**
3) <u>IMPROVING INFORMATION FOR PUPILS</u> **<u>SUCCESS CRITERIA:</u>** • **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/CB/MS	2018-19 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 an increased range	Work in partnership with parents to secure engagement from	JW/SIT TEAM LEADS	2018-19	Disability Gender Race Religion	PE Grant/MSB Parents contributio	Increased range of choice through	Review and evaluate pupil engagement and feedback.

range of lunchtime and after school 'clubs'	pupils.			Age/sexuality Gender re-assignment SDP	ns	accessibility to an increased range of opportunities	Report to SL's
To embed methods of engaging pupils and 'Stakeholders' in the life and work of the school.	Pupils access to their annual review meetings. Use of 'Twitter' and 'Facebook' for reciprocal communication. Promote website engagement (access to pupil's learning observations/pupil access to on-line learning games.	CW/JW SIT Team Leads.	2018-19	All 'strands'	MSB	Improved engagement of pupils & communication with 'stakeholders'.	Feedback from stakeholder/Pupil Voice questionnaires/emails/diary feedback.
TARGET	**ACTIONS**	**RESPONSIBLE**	**TIMESCALE**	**LINKS**	**RESOURCES**	**IMPACT**	**MONITORING**
4) <u>IMPROVING OUTCOMES FOR STAKEHOLDERS</u> **<u>SUCCESS CRITERIA:</u>** • **Improved partnership working supports pupil learning.** • **Improved 'skill base' of stakeholders.** • **Early intervention ensures families have relevant and appropriate support.** • **Improved learning outcomes for both pupils and all stakeholders**							
To promote early intervention to improve outcomes for families & pupils.	Utilise Parent Partnership Advisor to support the needs of families & pupils.	JP/CW	2018-19	Disability Gender Race Religion Age/sexuality SDP	Funding for salary costs.	Decrease in families moving to CP/CIN.	Report to GB on impact termly. Monthly Supervision (JP/CW).

To develop the knowledge and skill base of the GB.	Awareness raising/training sessions identified.	CW	2018-19	Disability Gender Race Religion SDP	'Senior' leader allocated 'time'.	Robust 'challenge' ensures the school standards remain high.	Analysed feedback from Governors. Report to GB termly.
To work more effectively with parent/Carers on promoting joint approaches to learning.	Work with a range of professionals including school staff to provide opportunities of joint engagement (sharing/raising awareness/training).	MS/JW/CW	2018-19	Disability Gender Race Religion Age/sexuality Gender re-assignment SIT Team Plan 'Together'	Identification of training/awareness raising opportunities. (e.g.Thrive /After School Clubs)	Improved joint working impacts on an increased number of pupils making progress	Monitor feedback from parent/carers SIT team lead monitor progress and reports back to SLT on termly basis. Report to GB on impact termly.