



ACCESSIBILITY PLAN 2020-21

[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 establish virtual home learning support for non-attending pupils.	Set up classroom web cams. Provide learning opportunities (booklets/on line). Liaise with parent/carers on engagement. Music Therapy 'zoom' sessions.	CW/JW	2020-21	Disability Gender Race Age/sexuality	As identified through SDP (Q of E)	Pupils have full accessibility to learning. Individual progress maintained for all pupils.	DHT meets at regular intervals with class teacher to monitor pupil progress. Feedback from parent/carers. Report to Raising Achievement Committee.

To identify external projects/ initiatives to support the teaching of subject specific skills & experiences to broaden Expressive Arts, Social & Emotional Development & Understanding of the World.	Identified targets linked to SIT and SDP action plans.	CW/JW	2020-21	Disability Gender Race Age/sexuality	As identified through SDP (Q of E)	Increased percentage of pupils make expected progress in all areas.	DHT-feedback regular meetings GB on termly basis.
To improve accessibility to learning opportunities in the area of Creative Arts for all pupils across school.	Identified targets linked to SIT and SDP action plans.	CW/JW	2020-21	Disability Gender Race Age/sexuality	As identified through SDP (Q of E)	Increased range of opportunities increases awareness & skill base.	SLT/SIT leads/TLR regular meetings GB on termly basis.
To ensure that experiences & opportunities build & broaden offer within a curriculum 'connector' theme from EYFS to Key Stage 2.	Identified actions within SDP (Q of E)	JW	2020-21	Disability Gender Race Religion	Resources 'costs' to meet set pupil targets.	Improved accessibility to learning for all pupils	Termly tracking through planning templates & PLP.
To promote learning opportunities within the area of Spiritual/Moral and Cultural in order to	To plan a range of learning opportunities/resource booklet to support pupil's awareness of	CW/JW	2020-21	Disability Gender Race Religion SIT Team	Budget allocation.	Pupil accessibility to learning improved. Increased	Termly monitoring by Learning area lead on 'coverage' achieved by all

raise pupil awareness of difference & diversity.	diversity. Utilise individual pupil PLP's			Plan 'Creative'.		pupil awareness of difference/ diversity	key stages. 'To Build a Profile' observations
To implement identified targeted areas within whole school 'communication' provision and practice.	To identify 'gaps' for individual children & within different cohorts of pupils. Identification of intervention to address 'need' through Communication Team meeting & Provision Map.	JW/CW	2020-21	Disability Gender Race Age/sexualit y SDP	Allocated time for review and evaluation.	All pupils are able to access learning appropriately.	Report to GB on impact. Communication Team meetings. DHT Reviews & monitors progress & impact.
TARGET	ACTIONS	RESPONSIBLE	TIMESCALE	LINKS	RESOURCES	IMPACT	MONITORING
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 assess whole school risks in relation to COVID infection and promote the return of all children back to school.	Assess 'risk'. Identify control measures to ensure children and staff are kept safe. Share with staff and parent/carers.	CW/JW/GW	2020-21	RA	Time allocation to assess & review.	Workforce, children, external professional , parents are kept safe. All children are able to access learning.	Review in line with RA document. Dynamic on-going assessment to meet need.
To implement	➤ Risk	CW/GW	2020-21	All 'strands'	Funds from	School	On-going

actions identified within relevant Action Plans	Management Plan. ➤ Half termly H&S form overview. ➤ Fire evacuation Reports				MSB Code 42009/Capital Fund.	environment 'safe' for all children/staff/visitors to access	assessment in line with timescales in action plans. Report to GB.
To plan and implement revised pupil dropping off/picking up schedule to meet COVID 19 guidance.	Revise schedule/protocol for parents and home/school transport. Review weekly.	CW/JW/GW/EH	2020-21	Home/school Transport guidance. Statutory COVID guidance	Allocation of funds from MSB if required.	Children/parent/carers/staff kept safe.	Weekly review
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	2020-21 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) 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 establish virtual home learning support for non-	Identified actions within SDP (Q of E).	JW	2020-21	Disability Gender Race Age/sexualit	Time allocation For DHT.	Accessibility to learning 'offer' for	DHT reports to SLT CW report to GB

attending pupils.				y		all pupils.	on termly basis.
To ensure home/school communication is efficient and effective.	Set up revised system to replace paper home/school diaries.	JW	2020-21	Disability Gender Race Religion Age/sexuality Gender re-assignment	Funds from MSB if required.	Consistent approach ensures optimum learning is achieved.	Feedback from parent/carers. Report to Governors on success.
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. Embedding of ParentMail.	CW/JW SIT Team Lead (NW)	2020-21	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) IMPROVING OUTCOMES FOR STAKEHOLDERS							
SUCCESS CRITERIA:							
<ul style="list-style-type: none"> • 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. Access to family training e.g	JP/JW/CW	2020-21	Disability Gender Race Religion Age/sexuality SDP	Funding for salary costs.	Decrease in families moving to CP/CIN. Increased skill base & awareness of families.	Report to GB on impact termly. Monthly Supervision (JP/CW). Feedback from training.

	Thrive/Nurturing.						
To include members of the GB in the life and work of the school.	Utilise 'Raising Achievement' Committee. GB/parent participation in relaying desired outcomes for their child.	JW/CW	2020-21	Disability Gender Race Religion SDP	'Senior' leader allocated 'time'.	Provision and practice 'challenge' by GB/parents	Analysed feedback from Governors/parents Report to GB termly.
To focus on the development of parent/carer partnership with a focus on increasing the level of engagement.	To implement planned actions from 'Be More Connected' Plan. Feedback to whole school staff.	JW/NW/CW	2020-21	Disability Gender Race Religion Age/sexuality Gender re-assignment	Identified targets in AP.	Improved joint working impacts on an increased engagement.	JW monitor progress with SIT team lead. Report back to SLT. Report to GB on impact termly.
To provide online resources to aid parent/carer understanding of their child's learning & development.	Refer to targeted actions within the Q & E section of the SDP.	JW	2020-21	Disability Gender Race Religion Age/sexuality Gender re-assignment	MSB funding allocation	Improved joined up approach between home & school impacts on pupil progress	Feedback from parent/carers on value of resources. Report back to SLT. Report to GB on impact termly.