

BENGEO PRIMARY SCHOOL

Subject: Accessibility (includes Equality Action Plan)	Date Reviewed: Summer 2021
Author(s): Personnel	Frequency of Review: Annually
Committee Responsible: Personnel	Next Review Date: Summer 2022

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school's principles and values which relate to equality and inclusion are:

Vision

Our vision is to enable pupils to appreciate and acquire knowledge and skills that will support them as lifelong learners. Our values underpin all we do. We hope that these values will help pupils participate and contribute as responsible, tolerant and supportive citizens.

Ethos

We seek to create a school that provides a stimulating education that is balanced, fulfilling and fun.

We believe that the most successful school is a place where everyone is valued. We work together and aspire to be the best we can.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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Equality Scheme Action Plan Appendix 1 Summer 21

Priority issue & objective	Task	Responsibility	Review of actions	Impact assessment
<p>Ensure that the learning of all groups of children and, in particular, SEN, low attainers and disadvantaged pupils, is at least good or better</p>	PPG teacher to provide 1:1 and small group support	Head	SENCO and PT teacher in place	Good progress evident (see detailed pupil premium report)
	TA interventions/support from Pastoral Support Officer and pastoral support assistant.	TAs and Pastoral support assistant	Ongoing interventions	Interventions in place on developing social skills. Resilience etc with pastoral support lead. Behaviour noted as a strength in pilot Ofsted and LA reviews.
	Update pupil premium plan	Head	Annually, using EEF and other research to inform good practise.	In place and good impact on outcomes evident (see pupil premium report/standards/JARV/Annual review/PPG reports)
	Develop overview of spending and impact of Pupil Premium money based on Ofsted good practice model	Head	Annually, using EEF and other research to inform good practise.	In place and good impact on outcomes evident (see pupil premium report/standards/JARV/Annual review/PPG reports)
	SMART targets for all disadvantaged pupils annotated in lessons. Baseline assessments to show areas for development.	PP Teachers	In Place and reviewed at least ½ termly	Completed and ongoing. Assessments shows that children are making good progress overall. Progress for some children not as rapid as usual due to effect of lockdown. Over half of disadvantaged children attended school however, and some remote intervention groups continued
	To increase participation			Completed and ongoing. Assessments shows that children are making good progress overall. Progress for some children not as rapid as usual due to effect of lockdown. Over half of disadvantaged children attended school however, and some remote intervention groups continued

	of PPG children in extra curricular activities.	PPG teacher	Covid restrictions have meant that there have not been any clubs during Autumn and Spring. In Summer some have now resumed and priority places have gone to disadvantaged pupils. We hope to resume all clubs from September 2021.	over lockdown. 87% of PPG children have taken part in extra curricular activities across the school during Autumn 2019 and Spring 2020. All children have been given the opportunity to participate
Pupils involvement and inclusion	Children to lead variety of projects across the school: Charities	JS SP All Staff	Leadership/research project (see SAP) Charities	Covid -19 has limited this activity over the course of the year, but this has now resumed The research project continues to feed into our action plan, ensuring that children's views are very firmly embedded into our school development plan. This will be further strengthened in September 2021, when it will be integrated with the school council.
Equality of provision	The lessons taught, homework, trips etc are of the same high standard and come from joint planning and review across each year group class. Our assessment and feedback policy complements the aims of our teaching and learning policy in	Phase leadership monitoring SLT and subject leaders work scrutiny	Monitored by SLT to ensure consistency across each year group and consistency in planning across the school Some outstanding practice evident, which needs to be applied consistently across the school.	Yes and an annual overview in place Assessment policy embedded. This will continue to be a focus.

	embedding a knowledge rich, memory-friendly pedagogy (sticky knowledge)			
Pupils spiritual, moral, social and cultural development and, within this the promotion of fundamental British values, are at the heart of schools work	Review annual programme of assemblies to include, gender, transsexual status, race, disability, sexual orientation religion or belief and British values along with influential people from minority backgrounds Embed Jigsaw scheme of work	KF/JS JB	Completed and ongoing process SRE being taught in line with Government expectations.	Ongoing weekly Jigsaw programme in place. Reviews and evaluation will be ongoing.
Promote equality of opportunity and diversity well-being, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour	Record any racist incident on CPOMs and adhere firmly to behaviour policy.	All staff	Ongoing. No racist incidents.	Behaviour continues to be exemplary.

<p>To support the needs of pupils and parents with Special Educational Needs/ disabilities and promote positive attitudes to disability</p>	<p>SENCO to maintain training programme for staff to support pupils with disabilities – in particular, any child already in school,</p> <p>SENCO to ensure that records and information are kept up to date and relevant information is passed to next teacher each year – brief details on class profile</p> <p>Medical plans updated</p> <p>Site manager to ensure compliance with access to school for parents with disabilities</p>	<p>SENCO</p> <p>Site Manager</p> <p>All class teachers</p>	<p>Set up timetable of visiting speakers to school and classes as well as PSHE lessons and circle time to discuss attitudes to disabilities</p> <p>Pupil files set up in main office. All information regarding pupils kept centrally. Medical information updated annually</p> <p>Ramps and handrails in place in KS2 playground, along with rails in toilets for child with disabilities.</p>	<p>No visitors since March 20 due to Covid</p> <p>Visitors have commenced Summer 21</p> <p>Yes & GDPR compliant</p> <p>Complete and ongoing</p> <p>Complete and ongoing</p>
<p>Ensure broad and balanced RE curriculum</p>	<p>Adopt new policy</p>	<p>ML/GM</p>	<p>RE policy adopted and shared with staff</p>	<p>Adopted</p>

Ensure plan is followed	All governor committees, when reviewing policies, include equality checks	Chair of Governors/chair of committees	Rolling programme of policy updated in place	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Personnel Committee and Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

List any other related policies and procedures that the school has here.

Signature:	
Print Name:	J Starkiss – Head Teacher
Date:	