



THE TRINITY FEDERATION

ST.MARY'S BLUECOAT

EQUALITY STATEMENT and

OBJECTIVES

2021-2024

Chair of Governors: Mr C. Steventon

Executive Headteacher: Mrs. C Gaskin

This is a working document which will be monitored regularly and reviewed every three years.

1. Policy statement

- a) In accordance with the Ethos statements and Mission statements of the schools within The Trinity Federation we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
- ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate the Public Sector Equality Duty in Schools.

The accessibility plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA).

3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of our SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Religion/belief context of the school (local and national)

- Ethnicity/culture context of the school (local and national)

- Socio-economic context of the school (local and national)

- Current issues affecting cohesion at school, local and national level

4. Responsibilities

Our Governing Body as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Executive Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Executive Headteacher, with the Chair of Governors are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors will be advised and are responsible for following relevant school policy.

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements. Staff should also read our HR Equality Policy.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating

Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Staff are required to have read and acknowledge receipt of our equality statement.

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in September 2020.

7. Reporting on progress and impact

The school will review progress against our equality objectives (listed below). Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,

- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the data achieved by questionnaires, visitors and verbal discussion
- iii. and from involving relevant people

The evidence was then analysed in order to choose our objectives.

10. Equality Objectives 2021 - 2024

| Equality objectives (focused on outcomes rather than processes) |
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| <p><i>We will;</i></p> <p><i>monitor and analyse pupil achievement and attainment by race, gender, disability, socio-economic background and SEND and act on trends in patterns that require additional support for pupils.</i></p> <p><i>Link to SDP: Key priority 1.3</i></p> <p><i>Consolidate our model for school self-evaluation processes and procedures within the roles of Director of Inclusion and SEND Head of School and new subject leaders, working with link governors as appropriate.</i></p> <p><i>How can we achieve this objective;</i></p> <p><i>The Director of Inclusion and SEND, Heads of School, and subject leaders will analyse data and identify any trends or specific areas causing concern. An action plan will then be put in place to address any groups or individuals requiring additional support/intervention.</i></p> |
| <p><i>We will;</i></p> <p><i>Raise levels of attainment in core subjects for vulnerable learners (PP/LAC/SEND children without EHCP)</i></p> <p><i>Link to SDP: Key priority 2.1 / 2.2</i></p> <p><i>2.1 – ensure all teaching is meeting the needs of all children through the robust curriculum coverage, which is meeting our curriculum intent, lessons which are knowledge rich, both in substantive and disciplinary knowledge and which raise levels of curriculum engagement (implementation) and where there are the same high expectations for pupil outcomes in non-core subjects as those which exist in core subjects (impact).</i></p> <p><i>2.2 – to ensure our work is meeting the needs of those pupils who have SEN and/or disabilities so that they make consistently good progress.</i></p> <p><i>To achieve this, we will:</i></p> <p><i>Termly data analysis will include comparisons for vulnerable learners (PP/LAC/SEND/SEND without an EHCP). Progress data for these groups will be analysed for patterns/trends and areas of concern and any differing barriers to making progress in line with those not eligible for pupil premium or who are not LAC or SEND or with SEND not identified by an EHCP.</i></p> |

We will;

To raise levels of parental engagement in learning and school life ensuring equity and fairness in access and engagement.

Link to SDP: Key priority 1.2/3.1

1.2 - To foster excellent relationships with parents to secure their sustained positive engagement with the school and ultimately, sustained engagement with their child's learning following the extended periods of lockdown/remote learning.

3.1 – to embed the Trinity Federation's Attachment Aware Behaviour Regulation Policy across the school.

To achieve this, we aim:

To ensure access to a device or tablet which children can access for home learning. Parent groups and drop-ins to be led by the Director of Inclusion and SEND and the Early Intervention Practitioner to support parents in understanding the needs of their children, how school supports their children and how they can support us to ensure greater engagement.

11. Access Plan 2021-24

See current Accessibility Plan (appendix 1)

12. Community Cohesion Plan 2021-2024

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

| | Actions (focused on outcomes rather than processes) |
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| i. Teaching, learning and the curriculum | <p>In teaching, learning and the curriculum, community cohesion is promoted by these actions:</p> <ul style="list-style-type: none">• Teachers use the creative curriculum medium term planning overview to plan lessons, educational visits and visitors to school which promote community cohesion.• Planned lessons give children the opportunity to engage with global issues such as the impact of Global Warming, plight of refugees.• Where possible we draw on the religious diversity of our children to develop their understanding of faith.• We use resources which reflect human diversity.• We use positive images and avoid stereotyping.• We accurately represent the history of women, men, other cultures and societies.• We present a balanced view of social and economic relations in the world.• PSHE planning recognises and celebrates diversity.• Children visit local places of worship through the RE syllabus including for those which are religions other than Christian.• Collective worship planning celebrates world faith events and raises children’s awareness of global issues. |

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| | <p>We want to do more by:</p> <ul style="list-style-type: none"> • Supporting good community cohesion across the three schools within The Trinity Federation by providing opportunities for pupils, teachers and/or parents to join together on projects or in celebrations. • Identify opportunities within the curriculum to challenge pupil and/or parent thinking and stereotyping about race or religion; locally, nationally or globally. |
| <p>ii. Equity between groups in school, where appropriate</p> | <p>We strive to ensure all pupils from different community groups have opportunities to reach their full potential, removing variations in learning outcomes through:</p> <ul style="list-style-type: none"> • The implementation of National Curriculum Programmes of Study • Agreed schemes of work and learning objectives • Differentiation of teaching methods, tasks and assessment criteria. • The provision of individual and small group support for pupils with learning difficulties. • The monitoring and analysis of pupil performance and outcomes for all pupil groups. • The monitoring of pupil outcomes with appropriate feedback and target setting. • Specialist equipment will be made available to support the learning of pupils with additional needs, as appropriate and as detailed in individual educational plans or EHCPs. • Ensuring resources and equipment are equally accessible to all pupils regardless of gender, race or disability. <p>We want to do more by:</p> <ul style="list-style-type: none"> • Increasing our efforts to engage positive male role models within the school |
| <p>iii. Engagement with people from different backgrounds, inc. extended services</p> | <p>We engage the local community by:</p> <ul style="list-style-type: none"> • Linking with other schools to enable our pupils to engage with pupils from different backgrounds. • Providing a wide range of clubs through our extended school provision, many of which are often run by people from within our local community and who are from different backgrounds. • Supporting local shops and facilities. • Working in close partnership with schools within the federation/cluster (SDG8), a sports partnership and our local secondary schools. • Working in partnership with our local PCSOs and other agencies. |

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| | <ul style="list-style-type: none"> • Fundraising for local, national and global charities. • Visiting areas within the immediate vicinity and further. • Offering work experience placements (as available in-line with our annual plan) to students and trainee teachers from the local area. • Acknowledging parents needs and views with regards to activities and services either provided by the school or signposted to by the school. <p>We want to do more by:</p> <p>Increasing visits to the school from members of the wider, yet local, community who are from other Christian denominations as well as those of other religions.</p> |
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Equality statement

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| Pupils' attainment and progress |
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This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support, monitoring and evaluation.

Evidenced through our self-evaluation cycle which informs our current school development plan.

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| The quality of provision - teaching and learning |
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All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

boys and girls

pupils learning English as an additional language

pupils from minority ethnic groups, including Gypsies and Travellers

pupils who have a talent in a specific area

pupils with special educational needs

pupils with a disability

pupils who are in public care

pupils who are at risk of disaffection and exclusion

lesbian or gay people

pupils who are undergoing gender reassignment

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities, sports, and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are supported by the headteacher in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Annually all staff are provided with a staff handbook which includes reference to key personnel policies.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

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| Partnership with pupils, parents, carers and the wider community |
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We monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEND is identified.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community (See lettings policy)

Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and LA guidelines.

We will take steps to encourage people from underrepresented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. (see Useful prompts for developing an inclusive classroom)

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays.

APPENDIX 1:

ACCESSIBILITY

PLAN

Introduction

The Governing Body has had three key duties towards disabled pupils, under the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

1. Starting points

1A. The purpose and direction of this plan: vision and values

The School is committed to and has high ambitions for all its pupils, responding to their diverse needs and expecting them to participate and achieve in every aspect of school life.

Our **Policy for Inclusion and our Teaching and Learning Policy** will make every reasonable effort to ensure equal opportunities for staff, students and visitors, making realistic allowances for their individual circumstances.

1B. Information from pupil data and school self-evaluation

The school's priorities for the development of information and data to support this accessibility plan are:

1. Identify all staff and pupils' various disabilities and impairments to ensure adequate and suitable provision for all is provided.
2. Utilise and expand the existing school databases to ensure that all relevant information is recorded and accessible to appropriate staff and agencies.
3. Consult with pupils parents and outside agencies to agree adequate provision for individual pupil's needs.
4. Consult feeder nurseries and pre-schools to ascertain advance information on the needs of future intake.

2. The main priorities:

2A. Increasing the extent to which disabled pupils can participate in the school curriculum

- Continuing to encourage high expectations among staff and pupils.
- Linking provision to the School Development Plan where appropriate.
- Investigating and further utilising staff/governor/parent expertise.
- Developing and increasing curriculum opportunities to become more inclusive to meet the needs of all pupils.
- Using specialist agencies (e.g: speech, psychologists etc.) to investigate and extend opportunities.
- Extending training for Teaching Assistants, ensuring it meets the needs of all pupils.
- Encouraging peer support.
- Liaising with partner secondary school/nursery/pre-school, in anticipation of the admission or transfer arrangements.
- Sharing information with families through The Strengthening Families process.
- All teachers made aware of details of individual needs and disabilities in order to arrange physical learning environments and differentiated materials as appropriate

2B. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems.

Access to the outdoor learning environment will be constantly monitored to ensure all pupils can participate.

Current aspects of 'Inclusion' and SEND which include one-to-one support for pupils, when required, time out with groups or agreed time out of school with professional agencies, will be continued and extended where appropriate.

2C. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- If required the school would consult with specialist services to provide large print of a suitable size for all visually impaired pupils.
- Where appropriate, other methods of providing written information will be sourced including, if required, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from Teacher or Teaching Assistant.
- The seating position for pupils with impaired vision and hearing will continue to be managed to benefit the individuals.
- Other appropriate provision will be researched if necessary, including PC equipment for physically disabled pupils.
- Any pupils starting school with SEND will meet with SENCO/TAs prior to starting school.
- ICT – The school's website: This should greatly increase access to information that can be studied from home and be viewed at larger resolutions.

3. Making it happen

3A: Management, co-ordination and implementation

- The Leadership Team will raise awareness of the requirements of the Disability Discrimination Act for staff, pupils and visitors, especially the revised categories covered by the Act in relation to the needs of pupils with SEND.
- The Leadership Team will liaise with Class Teachers and TAs to re-evaluate the extent of provision required, both generally and for individual pupils.
- Staff meetings will keep the item on agenda for regular review and update.
- The Executive Headteacher and SENDCO will review strengths and weaknesses of systems used in school.
- Research will be gleaned from in-school committees, eg Pupil Committees, Staff, Focus Groups.
- All findings will be linked to the School Improvement Plan (SDP), allowing sufficient budget for implementation of identified strategies.

- The Asset Management Plan allows for the regular review of the buildings and an annual inspection of the premises. The Executive Headteacher together with the Building inspector will pay special attention to the DDA requirements of pupils, staff and visitors in their physical inspections and maintenance.
- EYFS and Key Stage1/2 Class teachers will liaise with Partner Nursery/Secondary schools to identify pupils' needs in advance of their admission to primary school or transition to secondary.
- Inclusion opportunities in clubs will be carefully monitored.

3B:

- This policy and the accompanying accessibility plan will be published on the school website.
- It will be reviewed and amended, as necessary within the stated timescale that the policy/plan runs for.

Policy Date: November 2021

Review Date: November 2024

School Accessibility Plan 2021-2024

| 1. Improving Participation in the Curriculum | | | | | |
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| Priority | Lead | Strategy / Action | Resources | Timescale | Success Criteria |
| Effective communication and engagement with parents | Director of Inclusion & SEND/SLT/ Senco | Termly meetings with parents/carers – Termly consultations ILP / Annual Review meetings with SENCo Stay and Play sessions | Time allocated | In place and ongoing | Parents/carers fully informed about progress & engage with their child's learning |
| Training for staff on increasing access to the curriculum for all pupils | Director of Inclusion & SEND/SLT / Senco/ School nurse | Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from Federation LSAT Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. | Training time TA time allocated | In place and ongoing: Epipen Training Regular visits from outside professionals | Increased access to the curriculum Needs of all learners met Maintain records of staff trained |
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupils | Director of Inclusion & SEND /Senco/ SLT | Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support) | Specific apps to support learning on ipads Other resources as required for individual pupils | In place and ongoing | Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker |
| Adaptations to the curriculum to meet the needs of individual learners | Director of Inclusion & SEND/ Senco | Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests | Kayti Loom daily Independent speech therapist termly Occupational therapy/Sensory | In place and ongoing | Needs of all learners met enabling positive outcomes |

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| | | | team/Physio as required | | |
| Improve educational experiences for visually impaired pupils | Director of Inclusion & SEND/ Senco | Consult Sensory Support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs | Cost of equipment | In place when required - regular visits from sensory support team. | Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced. |
| Improve educational experiences for hearing impaired pupils | Director of Inclusion & SEND/ Senco | Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team | Installation of equipment | In place when required - regular visits from sensory support team. | Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced. |
| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils | SLT/Senco/Staff leading clubs | Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements | Any specialist equipment needed to allow a child to access a club | Ongoing | Increased access to the extra-curricular activities for all pupils with SEND. |
| 2. Improving Physical Environment | | | | | |
| Priority | Lead | Strategy / Action | Resources | Time | Success Criteria |
| Provision of wheelchair accessible toilets | EHT/FGB | Maintain wheelchair accessible toilets (with clinical waste bins as required) | Maintenance costs | In place and ongoing | School will be fully accessible for wheelchair users |
| Access into and around school and reception to be fully compliant | EHT/FGB | Designated disabled parking Wide doors and corridors incorporated into any additional building work Clear route through school | Maintenance costs | Ongoing As funding permits | School will be fully accessible for wheelchair users |
| Improvements to help the visually impaired | EHT/Director of Inclusion & SEND | Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable | Cost of materials and labour | In place and ongoing maintenance | Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained. |

Accessibility Plan continued;

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| Improvements to help the hearing impaired | EHT/Director of Inclusion & SEND | Install hearing loop/soundfield when necessary Alarm linked to fire alarms | Cost of equipment/ installation | Future plan | Learning experiences of pupils with hearing difficulties enhanced. |
| Improve signage to indicate access routes around school | EHT/HoS/Site staff | Signs indicate disabled parking bay and wheelchair friendly routes around school | Cost of signs | In place | Disabled people aware of wheelchair access |
| Maintain safe access around exterior of school | HoS/ Site staff | Ensure that pathways are kept clear of vegetation | Cost included in ground's maintenance contract | In place and ongoing | People with disabilities can move unhindered along exterior pathways |
| Maintain safe access around the interior of the school | HoS/Site staff | Awareness of flooring, furniture and layout in planning for disabled pupils | Cost of any adjustments that need to be made | In place and ongoing | People with disabilities can move safely around the school |
| 3 Improve the Delivery of Written Information | | | | | |
| Priority | Lead | Strategy / Action | Resources | Time | Success Criteria |
| Availability of written material in alternative formats | Office/ HoS/ Senco | Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate | Contact details and cost of translation / adaptation | In place & ongoing | All parent/carers will be up to date and well informed of school information |
| Ensure documents are accessible for pupils with visual impairment | Class teachers/ HoS/Senco | Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation | Loan/purchase costs of magnifier or other specialist equipment. | In place & ongoing | Pupils able to access all school documentation |