

# LLANSANTFFRAID PRIMARY SCHOOL EQUALITY PLAN - 2021-2025

**Equality Plan agreed by Governors:**

..... (Signed by Chair)

..... (Date)

**Plan due for review: 2025 (Every four years)**

## Introduction and Context

*This Equality Plan template is designed to enable schools to develop their Plan for the four year period 2021-2025.*

Schools are required to review all equality objectives at least once every 4 years, to publish an Equality Plan every 4 years and to update their published information at least annually. In addition, schools must report **annually** on progress towards fulfilling objectives and collecting relevant information and must publish this information by 31<sup>st</sup> March. Previous Equality plans covered the periods 2012-2016 and 2016-2020 with the next Plan covering the period 2021-2025.

The purpose of Equality Objectives and Equality Plans are to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities and to demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The Plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their Equality Plan, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, anti-bullying, positive behaviour management, improving attainment, pupil voice, Powys' Mental Health and Emotional Wellbeing Policy, Welsh Government framework and pupil support. Whilst building their own curriculum in line with the Curriculum for Wales Framework, schools should ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of engagement with pupils, parents/carers, staff, governors, external agencies and members of the wider school community. These combined objectives, together with issues arising from analysis of the school's data and context will form the basis of the equality objectives within the school's Equality Plan for the next four years.

**Should a school decide not to publish an equality objective covering each of the protected characteristics, it must publish robust and justifiable reasons why not.**

A reminder that schools are no longer required to prepare Disability Equality and Race Equality Schemes but the requirement to prepare an Accessibility Plan remains and can be included as an Appendix to the Equality Plan.

The requirement to record, monitor and report on all racial incidents remains the same. (Link accessible from the Hwb Network 'Addysg Powys Education' – under Files or via this link

<https://forms.office.com/Pages/ResponsePage.aspx?id=4Z4dwLAOVEeZrgOuinMrUA8Vcz-48kdCj13bikUNFAhUMkc3WVQzWjNRVkg5N0NaVVBYNzY0OFIQTiQIQCN0PWcu>)

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# 1. Our Distinctive Character, Values, Priorities and Aims

## 1.1 School values

At *Llansantffraid* we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement and progression of pupils will be monitored and we will use this information to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At *Llansantffraid* we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 1.2 Characteristics of our school

Llansantffraid Church in Wales (A) Primary School is a medium sized school near to the Welsh English border in the heart of a large village. There are currently 108 pupils on role, as well as a pre-school setting for 16 pupils each day. The school has low percentage of pupils with ALN. Currently, 10% of pupils are registered as ALN. The school has a fluctuating demographic with eEFSM percentages, currently 1% of pupils. Pupils are taught through the medium of English, with Welsh being taught as a second language. There are no pupils who speak Welsh at home. There are two families with pupils with EAL. The school has a Headteacher and a Deputy head teacher. The headteacher has been released from class through the use of grants working alongside groups of children and covering PPA. This provides secure strategic leadership across the school. The school currently has four classes.

## 1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this Plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual information to improve the ways in which we provide support to individuals and groups of pupils
- monitor progress and achievement information according to the various protected characteristics and action any gaps
- take account of the progress and achievement of all pupils when planning for future learning and setting challenging targets
- ensure equality of access for all pupils and prepare them for life in a diverse society

- use materials that reflect the diversity of the school, population, and local community in terms of the various protected characteristics, without stereotyping
- promote attitudes, values and ethics that will challenge racist and other discriminatory behaviour or prejudice
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other religions, values, and ethics in the Curriculum for Wales Framework
- seek to involve all parents / carers in supporting their child's education
- encourage classroom and staffroom discussion of equity and equality issues which reflect on social stereotypes, expectations, and the impact on learning
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

## 1.4 Setting our equality objectives (including pay objectives)

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Equality Plan (EP)** is to fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies.

In setting the equality objectives for the school, we will take due regard to the Equality Act general duty to:

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not.

### Our Equality Plan and Equality Objectives are set in the light of:

- The local authority equality objectives identified in **Appendix 2**
- views expressed by stakeholders who have been involved in the development of the plan
- issues arising as a result of an analysis of pupil information / progress

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progression of all pupils.

Our school Equality Objectives are set out in **Section 5 (p.10) and Appendix 3.**

## 2. Responsibilities

### 2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this Plan and will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on the various protected characteristics.

The governing body will:

- seek to ensure that people are not discriminated against when applying for jobs at the school
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils
- ensures that no child is discriminated against whilst in the school

In order to meet its reporting responsibility, the governing body will report on the progress of the Equality Plan annually, as part of its Annual Report to Parents.

### 2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's Equality Plan, supported by the governing body in doing so:
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

### 2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images



- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents (link available within the Files section of the 'Addysg Powys Education' network on Hwb)
- supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents

## 3. Information Gathering and Engagement

### 3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

### 3.2 Types of information gathered

The wide range of information gathered to support planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's duty to secure accurate information relating to ethnicity and first language
- pupil attainment and progress information relating to different groups

- children and young people's views are actively sought and incorporated in a way that values their contribution
- information about how different groups access the school's curriculum and how they make choices between disciplines
- sports and activities choices of all groups
- uptake of enrichment activities by group
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data on the recruitment, development, and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

### 3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely considered when we set priorities.



Llansantffraid considers itself to be an inclusive provider. We operate an open door policy, demonstrating a strong line of communication with parents and other stakeholders, enabling access to and the sharing of information, aims and priorities for improvement. We create a weekly newsletter which is sent to the school community and displayed on our website and in our foyer and copied to the Church. There is an annually updated prospectus which is available on-line. We regularly update our website, hold open afternoon events for parents, hold regular Information Events, as well as the regular Parent Consultation Evenings. Parents of children with ALN meet with class teachers more regularly. We offer taster days for new nursery children and parents and have a strong relationship with our 3+ Setting held in the school building and our local High School, ensuring smooth and seamless transitions. Members of our local church visit school and we include Church/Diocese/Community events in our newsletter. The 5 school committees meet regularly with published agendas and minutes with the opinions of all pupils valued. We annually undertake Estyn Questionnaires for pupils/staff, parents and Governors. There are no barriers in terms of language, as all stakeholders use English as their first language and children are taught Welsh. The whole building is accessible for people with mobility difficulties. The grounds are pushchair and wheel chair friendly. We operate the wrap around care of After School and Breakfast Clubs. Governors produce an Annual report to parents. We have policies in place which deal with issues of disability, inequality and the way we expect children to treat each other and to be treated by others. This document and the action plans cement these policies together to make our good provision stronger. We have core values in school which underpin all of our work to achieve equality for pupils, staff and parents. We work to the guidelines issued by Powys County Council, when or if, we ever need to consider excluding a child from school.

## 4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible. Impact assessments are incorporated into the school's planned review and revision of every policy.

## 5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. **To provide teaching and learning based on excellent pedagogy principles for all pupils;**
2. **Monitor the needs of all pupils to ensure our provision is inclusive and accessible by all;**
3. **To instil in our pupils the ways in which we can meet our responsibilities to respect and care for all others and in doing so strive for equality and freedom from discrimination locally and globally.**

We have action plans covering all relevant protected characteristics (**Appendix 3**). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for impact assessment and review.

The school evaluates the effectiveness of its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

## 6. Publication and Reporting

The school provides a copy of its Equality Plan and action plans to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the Equality Plan and the values underpinning it. This plan will be placed on our website.

The school reports annually on the progress made towards fulfilling its equality objectives and the impact of the Equality Plan itself on the school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to parents / carers.

All information collected will be used solely for the purpose of analysing trends by protected groups in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

## 7. Monitoring and Review

As part of our responsibility to monitor the Equality Plan, we commit to:

- revisiting and analysing the information and information used to identify priorities for the Equality Plan and action plans. This incorporates use of the overview of progress
- using the impact assessments to ensure that actions taken have a positive impact across all protected groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the Equality Plan informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders
- be evidence based - using information that the school has gathered and analysed
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our Equality Plan every four years.

# Llansantffraid Primary **School**

## **Equality Plan 2021–2025**

### **Appendices**

<b>Appendix 1</b>	<b>Protected Characteristics</b>
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**Protected Characteristics under the Equality Act 2010**

- **Age\***
- **Disability**
- **Gender Reassignment**
- **Marriage and Civil Partnership**
- **Pregnancy and Maternity**
- **Race**
- **Religion or Belief**
- **Sex**
- **Sexual Orientation**

\* Schools do not have to consider the protected characteristic of **Age** when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

## Local Authority Equality Objectives

The Council has developed seven Equality Objectives, the first of which relates to education

### Objective 1 - Close attainment gaps in education

The *Is Wales Fairer?* report identified this as one of the seven key challenges that needs to be addressed in Wales over the next 5 years to help improve equality and human rights.

Powys County Council's engagement exercise gave very specific and detailed information in relation to each protected characteristic and each domain.

Disabled, older, transgender, Lesbian Gay and Bisexual (LGB) and Black and Minority Ethnic (BME) people are considered to have the worst education experiences. LGB and BME people reported significantly worse experiences of education than other respondents thought they would have. Comments highlighted issues with prejudice and access.

#### 1. Close the attainment gap by raising standards of children receiving free school meals, children with special educational needs and Gypsy Traveller children

##### Actions to fulfil this objective

- Support schools in improving the quality of teaching and learning through specific, bespoke menus of support
- Provide advice and guidance to schools on effective use of the Pupil Deprivation Grant to raise the performance of pupils eligible for free school meals
- Support schools in ensuring that Personal Education Plans for Looked After Children are of good quality, ensuring effective use of the CLA Pupil Deprivation Grant
- Roll out the Person Centred Planning approach to ensure pupils with special educational needs have appropriate targets for improvement
- Use of TYFU to record support and share information with parents / carers
- Monitor the performance of vulnerable groups, identifying any underperformance and signpost to good practice



**Actions to fulfil this objective**

- Review support for children and young people with emotional, social and mental health issues
- Develop and embed a whole-school approach for emotional and mental wellbeing as outlined in the Welsh Government's statutory Framework (2021) and Powys' Mental Health and Emotional Well-being Policy (2022). Include links to WG Framework and Powys Policy?

# Llansantffraid Primary School

## Equality Plan 2021–2025

### Equality Objectives and Action Plans

#### **Equality Objective 1:- Provide teaching and learning based on excellent skills-based pedagogy for all pupils**

Since 2013, the LNF Framework has been embedded into our curriculum and we have worked towards the implementation of the Curriculum for Wales in September 2022. We aim to further enhance the teaching of our Values Education within RVE. We aim to continue to strive and provide excellent teaching and learning for all pupils.

#### **Our Research:**

The school uses Core Values to support the Christian ethos and identity of our Church in Wales School; In the implementation of the LNF, we have developed and used skills learning ladders which are adapted for all groups and encourage pupil partnership in Assessment of their Learning and Assessment for Learning; We have developed pupils thinking skills and challenge for all groups at all levels. Learning styles and multi-intelligences are targeted for development;

#### **Information from Engagement:**

By further developing children's thinking skills we can see pupils engaging in learning more actively, evidenced in lesson observations. They are learning to become skilled users of problem solving strategies in all areas of school life and independent learners. Work in the curriculum and social aspects of the school use the same rules and tools; External review of provision (LA Core Visits) record that pupils in all groups are engaged and enjoying the learning process.

#### **Data Development:**

Data from tracking performance of groups of learners - ALN/MAT/gender/eFSM, etc.(others as they present at different times) are scrutinised for progress

<b>This objective will be judged to be successful if...</b>					
<ul style="list-style-type: none"> <li>We witness year on year improvements in standards and well-being for pupils.</li> </ul>					
	<b>Description</b>	<b>Lead Responsibility</b>	<b>Resource Implications</b>	<b>Start date</b>	<b>Review date</b>
1.1	Establish an annual timetable of monitoring	Headteacher	-	annually	annually
1.2	Analysis of data from assessments	Deputy Headteacher	-	Ongoing	termly
1.3	Analysis and Self-Evaluation target areas for focus in SDP	All staff	-	Ongoing	annually

## 2. Monitor the needs of all pupils to ensure our provision is inclusive and accessible by all;

It has been a priority that assessment and evaluations are specific, accurate and detailed in order that individual strengths and weaknesses are quickly identified and strategies put in place to ensure optimum progress is made.

### Our Research:

Pupil and Parental questionnaires, reports arising from external scrutiny from a range of outside agencies. From this research findings indicate need to further develop provision for thinking skills and values education across the school. Also strive to maintain and protect the atmosphere of security, purpose and happy involvement amongst staff, pupils and parents

### Information from Engagement:

Ongoing parent satisfaction opinions regularly sought throughout periods of change and over forthcoming years to ensure there are no areas of uncertainty, doubt or dissatisfaction; several Information Evenings have been provided.

### Data Development:

The School pupil committees are active in monitoring and presenting the needs of the pupils in school. They communicate in assembly times and on other occasions to ensure information is widely shared. There is a weekly school newsletter which goes out to all parents as well as being available on the school website and displayed in our entrance hall.

### This objective will be judged to be successful if...

- There is a demonstrable degree of satisfaction in the school population who feel that the staff and governors are approachable and open to suggestions.
- The number on roll is maintained or increasing.

### Actions:

	Description	Responsibility	Start date	End date
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1.1	Questionnaires for pupils and parents to discuss levels of approval and satisfaction of provision;	Staff and stakeholders	Annual Questionnaires to Stakeholders	On-going
1.2	Keep well-being as a priority feature in the school;			
<b>2. To instil in our pupils the ways in which we can meet our responsibilities to respect and care for all others and in doing so strive for equality and freedom from discrimination locally and globally.</b>				
<b>Our Research:</b> Research suggests that individuals thrive and society benefits from its members having had good early experiences and teaching that supports the holding of values in life. This is linked with awareness, not only of their rights as individuals, but also their responsibilities as good and caring global citizens. If children and adults feel secure and valued, they will have the confidence to succeed and in the future take on roles of leaders who show empathy, respect and care for others.				
<b>Information from Engagement:</b> Pupils, parents and the SMT share this philosophy in education. Feedback from well attended information evenings confirms this as does the request for places at the school.				
<b>Data Development:</b> Further information/update meetings will be scheduled with stakeholder involvement and opportunity to analyse more data for scrutiny in planning for school improvement and development				
<b>This objective will be judged to be successful if...</b> We build a school population who demonstrate, by their actions in the day to day care of others, that they have strong values and seek to meet their responsibilities to treat others equably and without discrimination.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	A positive approach and ethos for managing change is devised and acted upon	SMT, staff, parents and pupils	2021	Ongoing
1.2	Continue to plan for and enhance the teaching of Core Values	All staff	On-going	On-going
1.3	Involve parents and pupils in managing change positively	SMT, LEA, staff, pupils and parents	On-going	On-going

## Appendix 4

# School Accessibility Plan Llansantffraid Church in Wales Primary School

## Accessibility Plan 2021-2025

Here at Llansantffraid Church in Wales Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality

Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



Targets	Strategy	Outcome	Timeframe
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually.
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school.  Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to Access.	Ongoing discussions  Training to be on going.
Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	Ongoing
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Staff to audit accessibility of school buildings and grounds.  Governors Buildings Committee to check accessibility and then produce an Action Plan based on the findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	To be reviewed annually.
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Long Term Until any new construction begins.

Continue training for teachers and support staff on different aspects of ALN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing
Classrooms are optimally organised and all appropriate additional equipment is	Review and implement a preferred layout of furniture and specialist equipment to	Lessons will start on	Ongoing

provided to promote the participation and independence of all pupils and adults alike.	support the learning process in individual class bases.	time without the need to make adjustments to accommodate the needs of individual pupils	
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	ALNCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Ongoing
Make available school brochures, school newsletters and other information for parents/carers in alternative formats Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it.  The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team for key information for EAL	School information will be available for all.	As needs arise.

	<p>families School information will be available for all.</p> <p>On going, as needed.</p> <p>To continue improving communication for any hearing impaired member of the school community.</p>		
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Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<b>ACCESS TO CURRICULUM</b> Ensure access to ICT, appropriate for pupils with disabilities.	ICT Action Plan includes purchasing list of ICT for those pupils with disabilities, as and when necessary; staff update on available technology on a termly basis, when required.	As required - unless needs of pupils in school require immediate action.	(as required from budget)	All	Governors	Appropriate access to ICT for pupils with disabilities.
<b>ACCESS TO CURRICULUM</b> Reflect identified areas of need in lesson planning and delivery.	Incorporate delivery strategy into all planning; on-going programme of staff training in disability awareness to reflect diverse needs of pupils within the school and anticipatory duties; purchase of resources to increase pupil participation.	Ongoing	-	All staff	Head & Governors	Improved access to curriculum for all pupils.
<b>ACCESS TO CURRICULUM</b> Prioritise pupil participation in school activities.	Ensure school activities, lessons, extra-curricular activities, etc. are accessible to all pupils.	Ongoing	-	All staff & Governors	Head & Governors	Increased participation in school life for

						pupils with disabilities.
<b>SCHOOL POLICIES</b> Ensure all policies consider the implications of Disability Access.	Consider all policies when due for review.	Ongoing	-	All staff & Governors	Governors	Access to all aspects of school life for all pupils.
<b>SCHOOL BUILDINGS</b> Ensure that access to school buildings and site can meet diverse pupil needs.	Protect disabled parking space; ensure new school build meets disability access arrangements and is accessible to all pupils;	Ongoing	As required	Governors	Governors	Access to school buildings and site improved.
<b>CLASSROOMS</b> Ensure that classrooms are optimally organised for disabled pupils within current restraints.	Plan classrooms in accordance with pupil need; organise resources within classrooms to reflect pupils need; develop quiet areas within school.	Ongoing	As required	Staff	Governors	Appropriate use of resources for diverse needs of pupils with disabilities.
<b>NEWSLETTERS AND DOCUMENTS</b> Availability of documents and school newsletters in alternative formats.	Use of coloured overlays for pupils; large print/audio formats, as required; discussions with parents regarding alternatives for those pupils with specific Additional Learning Needs; homework available as in alternative formats, when requested.	Ongoing	(as required from budget)	Admin staff & teachers	Governors	Information successfully communicated to parents of those with disabilities.