

# Accessibility and Equality Policy



<b>Policy Title</b>	Accessibility Policy
<b>Policy Created / Amended</b>	October 2018
<b>Policy Ratified</b>	
<b>Policy review cycle</b>	Every year
<b>Policy Review Date</b>	October 2019



## **Aims:**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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 foundation of this policy is the Unity Schools Partnership Trust's Equality objectives which are accessible at: <http://www.swatrust.co.uk/policies> (document attached at the end of this policy)

In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional, physical and moral and spiritual needs the school will endeavour to:

- Provide a curriculum that is accessible to all pupils
- Provide an environment which is accessible to everyone
- Provide access to information for pupils and parents

## **Access to the curriculum**

Glemsford Primary School Academy is committed to providing equality of opportunity for all pupils and students. In the context of the curriculum this means that opportunities are given to all regardless of gender, race, ethnicity, religion, age, disability or sexual orientation.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies. Teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' support plan/EHCP targets and liaise with specialist and support services.

Furniture and equipment have been carefully selected as appropriate to the needs of learners.

School visits, are made accessible to all children irrespective of difficulties.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of children with medical needs. Children with specific medical needs or allergies have a care plan in place.

## **Access to the Environment**

The school provides access to those in the community who have physical impairments. The main office is accessible to all and the majority of classrooms are on the ground floor. Our new nursery facility is all on one level and has a ramp for ease of access.

Pathways of travel around the school site and parking arrangements are safe. There is parking on site which includes disabled spaces. All play areas are fenced off from the car park by a gate or are sited to the side and rear of the building away from the car park.



Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are clearly identified throughout the school.

### **Access to Information for pupils and parents**

Our aim is to ensure that every pupil and parent has access to all lesson plans, curriculum information and targeting / outcome grades on every pupil every day, 24 hours per day. In order to achieve this target the following steps have been taken:

1. Progress checks are sent home at least termly and targets are based on rigorous baseline assessment
2. EHCP's and Personal Support Plans use data from rigorous baseline assessment and other hard data available to all pupils and parents
3. Teaching monitoring data available to all parents and pupils
4. The School Based Guarantee that parents and pupil will have access to 'hard' copies within 24 hours
5. The school website will contain all relevant school information, in an accessible format, and will be kept-up-to-date



**Glemsford Primary Academy Accessibility and Equality Plan 2017-2018**

**Improving Curriculum Access**

TARGET	STRATEGY	OUTCOME	Reviewed	Timeframe	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils and strategies to support them. This includes support staff.	Staff training requirements identified (Performance Management) and through review of school data, needs of pupils, policies and procedures Training booked to address needs	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum  Monitored by Headteacher, Deputy Head and SLT. SWAT reviews at least on an annual basis	July 2016	July 2017	Increased access to an appropriate curriculum for all pupils. Staff trained to use Rising Stars, Accelerated Reader, Maths Mastery, Talk for Writing, Purple Mash, Literacy Planet. Forrest school. Thinking and reflection skills used in Meeting time to promote the Trust's values
Multiagency assessments actioned for all students at risk	Staff identify pupils and families in need of external support through sound professional relationships and safeguarding procedures. CAF and IYFAP referrals are made when	All students are safe and families are supported appropriately . Monitored by Headteacher and DSL	Reviewed regularly by Headteacher and DSL	Reviewed regularly by Headteacher and DSL	External support deployed and work with school to ensure the best possible outcomes – academically and pastorally for pupils.
Alternative curriculum students have access to balanced curriculum.	Alternative curriculum identified for students in need. Differentiation is in place in every lesson. Laptops in place to support pupils where appropriate.	All pupils can access learning at an appropriately challenging level to ensure at least good progress is made.	Reviewed regularly by Headteacher and SENCo	Reviewed regularly by Headteacher and SENCo	Students all make at least good progress. Lessons are all observed as at least good which include appropriate differentiation.

TARGET	STRATEGY	OUTCOME	Reviewed	Timeframe	ACHIEVEMENT
External agency support is identified and delivered to all students in need.	Staff identify pupils and families in need of external support through sound professional relationships and safeguarding procedures	All students are safe and families are supported appropriately . Monitored by Headteacher and DSL	Reviewed regularly by Headteacher and DSL	Reviewed regularly by Headteacher and DSL	
To develop Curriculum to meet the needs of pupils and ensure staffing meets those needs	Curriculum and staffing reviewed annually to take into account intake of pupils are their needs. Appropriate training given	Staff employed and deployed to meet pupils' needs. All pupils access appropriate curriculum to ensure progress is achieved. Monitored by Headteacher, Deputy Headteacher and SENCo.	March /April 2016	March/ April 2017	Appropriate number and suitably qualified of staff employed and deployed to meet the needs of pupils Students are making expected progress or better..
All enrichment activities are planned to ensure the participation of the whole range of pupils	Review of provision	All enrichment activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements  Monitored by Headteacher, Deputy Headteacher and SLT.	July 2016	July 2017	Glemsford Primary School Academy pupils are able to access a whole range of enrichment activities. Recently introduced – Gardening, cooking skills, dodgeball, gymnastics, crocheting and STEM
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Reviewed annually to ensure the school's facilities meet the needs of all its pupils.  Monitored by Headteacher, Deputy Head and SLT	July 2016	July 2017	More time is available for pupils to participate in curriculum activities. School facilities are accessible to all students and staff

TARGET	STRATEGY	OUTCOME	Reviewed	Timeframe	ACHIEVEMENT
Monitor Balance of gender across employed staff	Ensure recruitment helps to lead to balance gender employment	There is a balance of gender across the school	Regularly by SWAT	Regularly by SWAT	Pupils given a balanced view of gender employment
Promote equality through education and visual graphics across the school	Balance in displays, books and toys. Negative responses to equality are challenged	There is a positive ethos in terms of equality. Displays, books and toys ensure that equality is ever present. Reinforcement of equality is delivered through lessons and assemblies.	Regularly by SWAT. Literature and displays are reviewed.	Regularly by SWAT. Literature and displays are reviewed.	Pupils are given a balanced view of equality through literature, displays, toys and positive role models throughout the school. Pupils are able to challenge stereotypes and promote equality themselves.
Actively challenge traditional gender through education and positive role models	Balance in displays, books and toys. Negative responses to gender are challenged.	There is a positive ethos in terms of equality and gender. Displays, books and toys ensure that gender stereotypes are challenged.	Regularly by SWAT. Literature and displays are reviewed.	Regularly by SWAT. Literature and displays are reviewed.	Students are given a balanced view of gender and are able to challenge stereotypes themselves. An ethos where students can challenge gender stereotypes is established and an environment is created where pupils are confident enough to challenge stereotypes.
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access  Monitored by Chair of Governors	July 2016	July 2017	Society will benefit by a more inclusive school and social environment. Governor responsible for inclusivity is a SENCo at another Primary School.



TARGET	STRATEGY	OUTCOME	Reviewed	Timeframe	ACHIEVEMENT
Emergency Evacuation systems accessible to all	Needs of students are reviewed, risk assessments are completely and appropriate evacuation plans are in place	All students are able to respond to emergency evacuation systems safely and expediently. Possible barriers to safe evacuation are identified and alternative procedures are put in place for those that need it.	July 2016	July 2017	All students are safe including when an emergency occurs.
To increase awareness of multicultural society	Balance in displays, books and toys. To include school trips that would promote multicultural society. Continue to deliver multicultural society through lessons and assemblies	Students have access to resources and can go on school trips that will develop a positive image of multicultural Britain. Multiculturalism is delivered through lessons	July 2016 Headteacher SWAT reviews	July 2017 Headteacher SWAT reviews	Students have a positive view of multicultural Britain and the benefits of a multicultural society. Pupils have opportunities to go on educational visits that promote multiculturalism and are therefore to discuss multiculturalism with confidence.



**Glemsford Primary Academy Accessibility and Equality Plan 2016-2017**

**Improving Environmental Access**

<b>LOCATION</b>	<b>IMPROVE ACCESS</b>	<b>ACTIVITY</b>	<b>TIMEFRAME</b>	<b>Cost (est.) £</b>
Glemsford Primary Academy	Develop the environment around the school to ensure it is accessible to all	Accessibility study to be conducted in conjunction with the SWAT. Proposed actions to be taken where viable. Wherever possible staff and classes are moved to accommodate needs	Accessibility reviewed on an annual basis and classrooms are reassigned based on pupil needs.	TBD

**Glemsford Primary Academy Accessibility and Equality Plan 2016-2017**

**Improving Access for Written Information**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	Reviewed	Timeframe	<b>ACHIEVEMENT</b>
<p>Improve the information and accessibility of the school website and communication with parents</p>	<p>Review current layout and information with staff and parents as website users. Parents signed up to Parent Mail</p>	<p>Information on the website is readily available and appropriate. Parent Mail used to update and inform parents. Letters are available on website</p>	<p>July 2016 SWAT review checked current content.</p>	<p>July 2017</p>	<p>Delivery of relevant information is improved. School is now using Parent Mail to improve communications.</p>



- To promote spiritual, moral, social and cultural development through all aspects of life at our schools, both inside and outside the classroom. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond and develop a culture of growth mindsets, avoiding labelling of learners based purely on a notion of fixed levels of ability.
- To model teaching and learning behaviours that avoid labelling.
- To narrow the gap between boys' and girls' and disadvantaged pupils and other pupils.
- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school through our curriculum.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 with particular focus on homophobic bullying and prejudice.
- To tackle prejudice and promote understanding in relation to people with disabilities.

