



Owned by: SIMCE

Reviewed: Spring 2021

To be reviewed: Spring 2022

'Learn to love and love to learn; in God's love each one will shine'.

St. Andrew's Church of England (VC) Primary School

Accessibility plan 2020-21 (From Equality Scheme)

Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the Governing Body of St Andrew's Church of England School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

Planning Duty 1: Physical Environment - Increase the extent to which disabled pupils can access the physical environment

Increase the extent to which disabled pupils can access the physical environment							
	Issue	What	Who	When	Success Criteria	Review Spring 2021	Review Spring 2022
Short term	To maintain safe, accessible pathways around the setting	Signage to be reviewed	School Caretaker Office staff	Daily – CT Annual survey (Health and Safety walk – Autumn term)	That the signs around the school highlight any significant hazards. That Steps are clearly marked by paint.	Signs on play equipment has been renewed. Paint on paths re-freshed Spring/Summer	
		Paths kept clear of leaves, branches, ice and snow.	School Caretaker (CT)	Daily – CT	That the paths around the school are kept clear of debris and trip hazards.	Daily	
Medium term	To ensure that routes around the school are well lit	Outside lighting to be improved – especially around the Conservatory area.	HT, Bursar Resource Governors	2021 -22	That routes used during winter months (e.g to breakfast club/after school club) are well lit.	Lighting on paths – well maintained Lights to Conservatory – still to be completed	
	To monitor wheelchair access to all areas of the school e.g provision of ramps	Presently wheelchair access is available using outside ramps. The school site is built on hill and this means that access inside is challenging due to the number of stairs.	HT, Bursar Resource Governors	2020-21	To make it easier for a disabled child to move around the school building inside.	All sloping paths to school entrances well maintained.	
Long term	Increase security of site while keeping access to school	Increase height of the main perimeter gates – including Cow Barn fence and KS1 playground gate. Remote access “buzzers” on all gates into the school	HT, Bursar Resource Governors	Academic year 2020-2021	Increased security of site	In School Budget 2020-21	

Planning Duty 2: Increase the extent to which disabled pupils can participate in the curriculum

Increase the extent to which disabled pupils can participate in the curriculum							
	Issue	What	Who	When	Outcome	Review Spring 2021	Review Spring 2022
Short term	Highest possible standards/progress & learning in all curricular areas.	To provide an education that allows our pupils to achieve in a range of contexts enabling them to gain a wide range of skills & knowledge – this is embedded in our Curriculum Intent	HT Subject leaders Class teachers Subject Governors	On going	That our children progressively develop their knowledge and skills in all curricular areas. That all subjects have an equally high profile in our school and are championed by their subject leaders and subject linked governors	Curriculum review completed 2019-20. Being embedded and further developed 2020-21	
	To reduce the fluctuations between the attainment and progress of boys and girls	for boys and girls progress to be tracked in R,W and M – identify inequalities and take appropriate initiatives.	HT Subject leaders Class teachers Subject Governors	Termly monitoring	That boys and girls attainment and progress is equitable	No Statutory data 2019-20 and 2020-21 due to Covid-19. However internal data continues to monitor.	
	To reduce the attainment and progress gap between vulnerable groups and non vulnerable pupils.	For vulnerable groups progress and achievement to be tracked and appropriate actions to be taken. to identify intervention strategies required to enable all pupils to make at least sustained progress or small step progress- as applicable. Tracking of PP funding to ensure allocation helps to - raise achievement, aspirations and cultural opportunities of PP pupils.	HT SENDco and INco Subject leaders Class teachers Subject Governors	Termly monitoring	That termly progress and attainment measures (small steps progress, AM7, National data etc) show progress of the vulnerable groups	Internal data – continues to monitor this area. During Lockdown 2019-20 and 2020-21 this group of children were carefully monitored and supported.- eg with provision of digital equipment, learning packs, regular contact with CT and SENDco.	
Medium term	To ensure that attendance of	Early identification of vulnerable children with low attendance	HT, Office	Termly	That the attendance of our vulnerable groups	Attendance carefully	

	all vulnerable groups reflects the school's average	Careful termly monitoring of these children and mapping of interventions Staff to work with Parents/carers to improve attendance SENDco and Inco to work with vulnerable families and help them access early intervention help.	SENDco, INco Governors		improves on a termly basis until the percentages are in line with all children	monitored by HT and School Office, despite challenges of Covid-19 " Leaders have been forensic in tracking attendance data since the full return to school in September." HIP Autumn 2020 Standard's Report	
	Educate all re bias, prejudice & discrimination - empower all to oppose appropriately and effectively. Focus of Curriculum INTENT	staff to monitor language and behaviour of pupils – record and respond following school's behaviour policy. For staff and school to be proactive in educating pupils (e.g International weeks, anti- racism PSHE, through CW, celebrating differences, exploration of world faiths, visits, visitors etc)	Governors Head All staff	2020-21	That there are no racist incidents. That all children and staff treat all with respect at all times.	Racist language and Incidents are reported to GB and policy followed in all cases (which are few) Education remains an important feature of our curriculum, PSHE and CW.	
Long term	That our curriculum continues to be relevant, exciting and challenging for all of our children, whatever their needs.	That there is a clear strategic link with the SDP and the curriculum, identifying areas which need training, resources and increased pupil participation.	HT Subject leaders Class teachers Subject Governors SLT	Termly	That staff continue to update their knowledge and understanding of the different subjects That resources, CPD are clearly linked with SDP and identified needs. That our children are firmly engaged in their learning and feel empowered to help develop areas which they wish to explore.	SDP has clearly links the curriculum/subject development with school budget.	

Planning Duty 3: Improve the availability of accessible **information** to disabled pupils.

Improve the availability of accessible information to disabled pupils.							
	Issue	What	Who	When	Outcome	Review Spring 2021	Review Spring 2022
Short Term	Pupils with speech and language difficulties have access to the curriculum	<p>Pupils given time to process language and respond</p> <p>Visual timetables , now and next strategies to be used</p> <p>Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials</p> <p>Advice and training sought from NHS Speech and Language therapists</p> <p>SALT (Speech and Language Team) programs followed in school</p>	<p>HT</p> <p>Subject leaders</p> <p>Class teachers</p> <p>Subject Governors</p>	Continuous	Curriculum more accessible to children with speech and language difficulties	<p>Visual timetable well established and used</p> <p>Termly – Assess, Plan, Review documents identify needs of pupils, which is followed by CT and LSAs</p> <p>Training and new Sp and Language schemes are being trialled by SENDco in light of lack of outside support/agencies.</p>	
Medium term	To ensure that children are provided with positive information, images and role models of disability	<p>Complete survey of books in school library which explore issues of equality – purchase appropriate literature.</p> <p>Class reading books – to have at least one focussed on equality each year.</p> <p>Encourage visitors (eg Judo champion, BMX Growth Mindset opportunities)</p> <p>Regular PSHE curriculum opportunities</p>	<p>HT</p> <p>Phase Leaders</p> <p>Subject leaders</p>	Summer 2021	That the children understand issues of disability and are open minded and accepting.	Class books have been extended. Review of library books still to be completed.	

Long Term	That staff and children feel confident in using Makaton signing to help more effective communication.	Makaton club - for pupils staff to be trained in Makaton signing- Makaton signs around school	SENDco and INCo LSAs trained in Makaton	2020-21	That all staff and children are able to communicate more effectively with children with communication barriers	Makaton signs are around school – to continue this development LSA Level 3 trained – to share this training to all staff	
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