



Caring and Achieving

All Saints' CE (VC) Primary School

Accessibility Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	<p>Ensure all staff, Governors and parents are aware of the school's Equality Policy and Accessibility Plan.</p> <p>Publish and promote the Equality Policy through the school website , newsletter and staff meetings</p>	Question about parent awareness of Equality Scheme in annual survey	Headteacher	Autumn 2019	<p>Staff are familiar with the principles of the Equality Policy and use them when planning lessons, creating classroom displays.</p> <p>Parents and Governors are also aware</p>
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed	Headteacher/ Governing Body	On-going	Analysis of teacher assessments/data demonstrates the gap is narrowing in equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect diversity in terms of race, gender and disability	Increase in pupils' participation , confidence and achievement levels	Headteacher/All staff	Autumn 2019	Notable increase in participation and confidence of targeted groups
All	Celebrate cultural events throughout the year to increase pupils awareness and understanding of different communities and issues relating to race, disability, religion and gender	Analysis of children's understanding through topic work	All staff	On-going	Increase in pupils knowledge and understanding of a wide range of events in the wider community
All	Promote positive images which reflect the diversity of the wider community, for example, displays, learning materials, books and publications	Through circle time, PSHE and school council	Headteacher	On-going	More diversity reflected in school

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. Through involvement in the School Council, Worship Council, fund raising etc.	Representation monitored by race, gender, disability	Headteacher/ Staff	September 2019 and ongoing	Continued diversity in membership
All	Ensure staff, pupils, parents and carers continue to be involved in future development of the Equality Plan through input and feedback from surveys, staff meetings, School Council meetings, parent evenings etc.	Analysis of surveys and other feedback	Headteacher/ Governing Body	September 2019	Equality Policy reflects the views of all key stakeholder groups
All	Continue to provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities	Analysis of surveys and other feedback	All staff	On-going	Extended links beyond the local area
Race Equality Duty	Identify, respond and report racist incident in the Policy. Report the figures to the Governing Body/Local Authority on a termly basis	Assess the impact of the school's response to incidents	Headteacher/ Governing Body	Termly	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by Governing Body
Disability Equality Duty	Ensure disabled children can take part in all aspects of the curriculum including educational visits and journeys, lunchtime activities, PE, assemblies and after-school clubs	Increase in pupil participation, confidence and positive identity. Monitor through PSHE	Headteacher/ SENCO	September 2019 and ongoing	Improved outcomes for disabled children and those with SEN or identified as vulnerable
Gender Equality Duty	Monitor take up by girls and boys of after-school clubs and activities	Any gender imbalance in participation is identified and addressed	PE Leader	September 2019 and ongoing	Both boys and girls take up after-school clubs and activities

Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the National Curriculum
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	Increase in access to all school activities for all disabled pupils
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	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	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	Autumn 2019	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	Autumn 2019	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.

Improving the Physical Access

Item	Activity	Timescale
Accessible car parking	Bays to be signed	Autumn 2019
Dropped kerbs either side of main vehicle entrance.	Pedestrian access improved	Autumn 2019
Doors	Anti-glare film to be applied to the doors	Autumn 2019 and on-going
Staircases	Colour-contrasted handrails to both sides of staircases	N/A
Doors at top of stairs to prevent wheelchair users accessing stair case.	Install doors	N/A
Accessible toilet	To provide one unisex accessible toilet	In place since Autumn 2015
Improve Reception facilities during building changes	The counter is lowered to a maximum height of 800mm, with knee-space under.	Autumn 2019
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as money allows.	Autumn 2019