### High Street Primary Logo Medium

### **ACCESIBILITY POLICY**

### **AND PLAN**

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| Agreed by Governing Body: |  |
| Review date: |  |
| Person(s) Responsible: |  |

**HIGH STREET PRIMARY SCHOOL ACCESSIBILITY POLICY AND PLAN**

**Our Accessibility Policy and Plan has been written with regard to the Vale of Glamorgan Accessibility Strategy 2021-24 (Accessibility for Disabled Pupils).**

# **INTRODUCTION**

This Accessibility Plan is drawn up in compliance with current legislation and requirements, as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

**PURPOSE OF THE PLAN**

High Street PrimarySchool’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, anticipating the need to make reasonable adjustments to accommodate their needs where practical.

**FOCUS OF THE PLAN**

This Accessibility Plan contains relevant and timely actions to:

* Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. If as a school we fail to do this, we will be in breach of our duties under the Equalities 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 schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame.
* Improve and maintain 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 within a reasonable time frame.
* Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

High Streets School’s Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

**DEFINITION OF DISABILITY**

According to the Equality Act 2010 a person has a disability if:

1. He or she has a physical or mental impairment; and
2. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

**SCHOOL VALUES**

Our focus is on ensuring equality through enabling equity. Our mission is to create a safe, secure and happy learning environment in the heart of the High Street Community. All are encouraged to achieve their potential through a challenging, exciting and inclusive curriculum.

**LINKS TO OTHER POLICIES AND DOCUMENTS**

This document should be read in conjunction with the following:

* ALN Policy
* Relationships Policy
* School Improvement Plan
* Health and Safety Policy
* Curriculum Policies

**TRAINNING AND RESOURCES**

Training needs for all school staff will be identified in the following ways:

* Audit of staff expertise and training needs
* Recognising specific needs for individual pupils and how staff can be trained to support that child/group of children
* Elements of the school improvement plan to be addressed through training.

Resources will be purchased as and when they are required and/or recommended from professionals working with pupils.

**SUPPORTING PARTNERSHIPS**

We will work closely with parents to ensure that this plan is implemented effectively. The following agencies will be used to support the plan, amongst others:

* Inclusion
* Engagement Service, e.g. specialist teachers and outreach services
* Health *care professionals, e.g. paediatricians, psychologists*
* Vale of Glamorgan Council

**COMPLAINTS PROCEDURES**

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school’s Complaints Policy.

**MONITORING PROCEDURES**

This Accessibility Policy and Plan will be reviewed every two years and as needed by the senior leadership team and governing body.

# **DEFINITIONS**

**Disability -** A person is disabled if they have 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. A physical or mental impairment can include learning difficulties, mental health conditions, medical conditions or hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act, 2010)

**Reasonable Adjustments** - The Equality Act 2010 states that bodies responsible for schools have a duty to make “reasonable adjustments” for disabled people. This includes providing auxiliary aids or a service. It does not include the reasonable adjustment duty to make alterations to physical features. There is a duty to try to avoid disadvantage.

# **LOCAL CONTEXT**

The Vale of Glamorgan Council provides a wide range of provision for children and young people with additional learning needs and disabilities:

* Council services work with schools to ensure that education meets the diverse needs of children.
* All schools have an ALNCo.
* All schools have strong links with Ysgol Y Deri Special School.
* Council Outreach services support and advise schools on strategies to ensure that pupils with ALN / disability are able to access the curriculum and school environment. The specialist teachers and outreach services are flexible in how they meet the needs of pupils.
* Council services work with schools and specialist agencies to ensure that pupils can participate as fully as possible in line with their disability.
* Pupils can be placed in specialist centres of excellence if their disability /additional needs, require intensive input or specialist daily support. These include:
* Gladstone Primary School for Learning and Well-being, Specialist Resource Base
* Jenner Park Primary Complex Needs Centre of Excellenc
* Palmerston Primary Physical Centre Of Excellence in Barry
* Llandough Primary Speech and Language Centre of Excellence
* Cogan Primary Hearing Impairment Centre of Excellence
* St Cyres Comprehensive Hearing Impairment and Physical Centres of Excellence
* Whitmore High School Specialist Resource Base

**THE EQUALITY ACT 2010**

Schedule 10 of the Act specifies the requirement of a Council’s accessibility strategy. This strategy sets out how the Council will support schools and settings, including those for Early Years and Post-16, for which it is the responsible body, to comply with these duties, specifically to:

* increase the extent to which pupils with a disability can participate in the curriculum;
* improve the physical environment of schools and settings to increase the extent to which pupils with a disability can take advantage of education and associated services; and
* improve the availability of accessible information to pupils with a disability and their parents.

**THE GENERAL DUTY**

When carrying out our general duty – our functions, we will have due regard to the need to:

* eliminate discrimination that is unlawful under the Equality Act 2010
* eliminate harassment of disabled pupils that is related to their disability
* promote equality of opportunity between disabled people and other people
* promote positive attitudes towards disabled people
* encourage participation by disabled people in public life
* take steps to take account of disabled people’s disabilities even where that involves treating disabled people more favourably than other people.

**THE SPECIFIC DUTY**

This School Accessibility Policy and Plan sets out our intentions and evidences what we achieve as part of our ongoing monitoring, evaluation and review cycle.

As a school, we are aware of the wider Equality Act 2010 requirements in Part 3 of the Act relating to the provision of services, goods and facilities. This may affect a range of activities whether they involve the use of school premises by community groups or the Council when delivering its education service and support to schools.

Importantly, the Act encourages the use of reasonable adjustments in order to achieve equality of access for disabled people where no such duty applies to an able person. This applies to both schools and councils in exercising their duty to advance equality.

**ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018**

The new Act affects nearly every education setting in Wales and focusses on the needs of children and young people aged 0 to 25. It requires:

* The replacement of the terms 'special educational needs' and 'learning difficulties / disabilities' with the new term, 'additional learning needs'.
* The creation of a single statutory plan, the Individual Development Plan (IDP) for learners.
* Increased participation of children and young people, ensuring they are at the centre of the planning and decision-making process.
* Prioritising high aspirations and improving outcomes, focusing on the child or young person’s achievement of their full potential.
* Providing a simpler and less adversarial process, ensuring learners’ needs are at the centre and are continually met.
* Creating new statutory roles within health and education to ensure collaboration and integration so that learners’ needs are met.
* Focussing on earlier disagreement resolution, with disagreements resolved at the most local level possible.
* The introduction of clear and consistent rights of appeal where disagreements cannot be resolved at a local level.
* The introduction of a strengthened Code, which will sit alongside the Bill, with mandatory requirements and statutory guidance to support the primary legislation.
* The Bill also supports the Welsh Government’s wider vision of achieving one million Welsh speakers by 2050 by including a series of strategic duties aimed at driving progress towards a truly bilingual additional learning needs system.
* Supports students from birth to 25.

**CHILDREN WITH ADDITIONAL LEARNING NEEDS**

It is important to choose appropriate learning objectives, plan strategies for enabling children and provide for different learning styles of pupils to access the curriculum. Teachers and staff follow the recommendations to adapt the curriculum in the ALN ACT 2018. Children identified as having ALN will have a school or LA maintained IDP (Individual Development Plan). Universal Provision will be accessible to all learners.

**WELLBEING OF FUTURE GENERATIONS ACT (2015)**

This strategy will also support and inform the council in contributing to our responsibilities for the Well-being Goals for Wales, introduced by the Wellbeing of Future Generations Act (2015)

The Act requires us to:

* work together better
* involve people reflecting the diversity of our communities
* look to the long term as well as focusing on now
* take action to try and stop problems getting worse - or even stop them happening in the first place.

**ACCESSIBILITY ACTION PLAN JANUARY 2022**

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| **Accessing the Curriculum** | | | |
| * To increase the extent to which disabled pupils can participate in the school’s curriculum. ‘Inclusion’ is the practice of including all children together in a school, the whole school community and all of society. * Where inclusion is working well, all children participate fully in all of the regular routines and activities in the school day. | | | |
| **Action** | **Time Scale** | **Resources** | **Key Evidence** |
| * Acquire a range of equipment that promotes a variety of additional needs for all pupils. * Look for ways of adapting lessons so accessible to all individuals at various levels. * Flexible approaches and adaptable timetables and routines. * Outdoor play areas to contain quiet, sheltered spaces as well as busy active areas. * To provide some focused activities for children who have difficulty coping with an unstructured social environment. * Indoor tables and equipment need to be adjustable heights and floor spaces should be comfortable and safe to work on. * Acoustics to be softened with soft surfaces, cushions and carpets, making it easier for everyone to hear clearly. * Story and discussion times to be kept concrete by using props and visual aids. * Communication to be enhanced by making sure adults are familiar with any language or communication system used by our children Makaton, PECS, etc.). * Children with more severe difficulties have a communication book of their photographs and interpretations (symbol booklets) - showing how they make their needs known. * Make use of colours, textures and smells to encourage different senses and to develop sensory learning. * Plan lessons that appeal to different learning styles and includes a mixture of listening, looking and doing. * Make tools and equipment easy to handle by all children:   - wrap foam padding around paint brushes to make them easier to hold securely  - non-slip mats to hold objects in position  - tilted work services  - squeezy, or left handed or table scissors  - range of pencil grips  - adopted computer mouse or switch equipment  - suitable IT equipment to meet a range of needs  - book corners should have a range of books to portray positive images of disabled people and those  with special and additional needs. | Reviewed January 2022  Reviewed April 2022  Reviewed July 2022  Reviewed Dec 2022  Reviewed Spring 2023  Reviewed Summer 2023  Reviewed Dec 2023  Reviewed April 2024  Reviewed July 2024  September 2024 | INSET  Allocated Funding  Directed Time  Management Time | * Universal Provision Map * Universal Provision Learning Walks in Spring and Summer Term 2022. * Individual Development Plans and Statutory reviews of existing statements - ongoing * Environmental Learning Walks in Spring and Summer 2022. * INSET Evaluations / impact of training * Pupil voice / evaluation Spring, Summer and Autumn Terms * Parental voice / evaluation Spring, Summer and Autumn Terms * Governors voice – Annual Governors Report to Parents (April 2022)   Nature of Key evidence revised July 2022 with evaluation of SIP 2021/22. |

**ACCESSIBILITY ACTION PLAN JANUARY 2022**

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| **ACCESSING THE CURRICULUM** | | | | | | |
| * To increase the extent to which disabled pupils can participate in the school curriculum. * Where inclusion is working well, all children participate fully in all of the regular routines and activities in the school day. | | | | | | |
| **Action** | **Timescale** | **Person/s Responsible** | **Resources** | **Success Criteria** | **Progress** | **Monitoring and Evaluation** |
| * To ensure agreed procedures are consistently applied and extended by all staff and stakeholders to increase extent to which disabled pupils can participate in the schools’ curriculum. | Ongoing | SLT  ALNCo’s  Progression Step Leads | INSET  CPD Opportunities  Directed time  Management time | Embraced by all - equality in provision ensures equity for all. | Interim reviews at the end of each term commencing:  Jan 2022 / Jan 23  April 2022 / April 23  July 2022 / July 23  Dec 2022 / Dec 23  April 24  July 24 | Head teacher  Governing Body |
| * To ensure pupils with disabilities are identified, needs are assessed and provision plans are provided for appropriately. * Parents inform school of any disability or the specific needs of the child or necessary adjustments. * School procedures enable identification of a disability, specific needs of children, necessary adjustments made. | Ongoing | ALNCo’s  Business Manager  Parents | Directed time  Management time | All needs are identified, assessed and appropriate provision placed.  Access to curriculum for all. | Interim reviews at the end of each term commencing:  Jan 2022 / Jan 23  April 2022 / April 23  July 2022 / July 23  Dec 2022 / Dec 23  April 24  July 24 | Head teacher  Governing Body |
| * Teachers develop a wide range of strategies to plan and deliver an inclusive education to all children regardless of need or disability. * To differentiate and make necessary arrangements to ensure access to all aspects of the curriculum. * To assess and acquire resources needed. | Ongoing | SLT  ALNCo’s  Progression Step Leads | INSET  CPD Opportunities  Directed time  Management time | Inclusive education provided for all learners.  Resources placed appropriate to meet all needs. | Interim reviews at the end of each term commencing: | Head teacher  Governing Body |
| * All school policies set out relevant procedures to ensure promotion of equality, including learning and teaching, Foundation Phase and New Curriculum. | Ongoing | SLT  ALNCo’s  Progression Step / Curriculum Leads | INSET sessions | All policies and procedures support inclusion. | Annual Reviews / IDP’s  SIP Evaluations | Head teacher  Governing Body |

**ACCESSIBILITY ACTION PLAN JANUARY 2022**

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| **PHYSICAL ACCESS** | | | | | | |
| * To improve the physical environment of the school to increase the extent to which physically disabled pupils are able to attend to be educated within the local mainstream school with their peers. * The school is a single level building accessed by stone steps at both main entrance points with reasonable access to all areas. There is a consistent aim to maintain and improve suitable access as far as possible. A number of lower priority actions will be part of maintenance programmes which will be ongoing. There are some actions which are beyond our current resources but ongoing as further considerations * Where inclusion is working well, all children participate fully in all of the regular routines and activities at the school.   **Procedural actions:**  The following actions have been discussed with agreed stakeholders to make necessary arrangements and promote disability equality.  Monitoring and evaluation is carried out to ensure procedures are maintained. New staff and other stakeholders receive advice and support during induction. | | | | | | |
| **Action** | **Timescale** | **Person/s Responsible** | **Resources** | **Success Criteria** | **Progress** | **Monitoring and Evaluation** |
| * Corridors are kept clear of obstructions | Ongoing | SLT  All Staff  Caretaker |  | * Physical environment increases the extent to which pupils with a disability can take advantage of education and associated services. * All learners are safeguarded. * All learners needs are met. | Ongoing | Head teacher  Governing Body |
| * Doorways are kept clear of obstructions. * Where fitted automatic emergency door closure systems are maintained. | Ongoing | SLT  All Staff  Caretaker | Maintenance as needed | Ongoing  Maintenance record maintained | Head teacher  Governing Body |
| * Notices and signs displayed at appropriate heights for all users. | Ongoing | Head teacher  Caretaker | Notices and signs as needed | Ongoing | Head teacher  Governing Body |
| * Disabled toilets / changing areas are kept tidy and clear of obstructions. | Ongoing | SLT  All Staff  Caretaker |  | Ongoing | Head teacher  Governing Body |
| * Emergency routes and exits are kept tidy and clear of obstructions. * Emergency routes and exit plans clearly displayed in consistent places across all classrooms and learning spaces. * Termly fire alarm evacuations. * Weekly alarm tests. * Alternative routes established. * Individual evacuation plans created for individuals where needed / appropriate. | Ongoing  As needed | SLT  All Staff  Head teacher  Caretaker  ALNCo’s | Emergency Routes / exits / alternative routes in classes  Individual evacuation plans where needed | * All staff, learners and stakeholders are familiar with emergency routes, plans, procedures and alternative routes. * Emergency routes and exit plans clearly displayed in consistent location. * All familiar with sound of alarm. * Alternative / individual plans placed where needed – all staff aware. | Ongoing  ½ termly checks for displayed plans  Weekly log of fire alarm test and termly fire evacuations  ½ termly reviews of individual evacuation plans. | Head teacher  Governing Body |
| * Movement on routes around classrooms are kept clear of obstructions. | Ongoing | SLT  All Staff  Learners | Ongoing | * Physical environment increases the extent to which pupils with a disability can take advantage of education and associated services. * All learners are safeguarded. * All learners needs are met. | Ongoing | Head teacher  Governing Body |
| * Flooring maintenance ensure cleaning procedures reduce slip hazards   - matting is well maintained and allow wheelchairs /operators to run smoothly  - carpet areas are maintained and suitable for wheelchairs / operators to run smoothly. | Ongoing | Caretaker  Cleaners | Ongoing | Ongoing | Head teacher  Governing Body |
| **Further considerations:**   * Ramps * Doors which open both ways for wheelchair users to be able to move around the school independently * Switches are at an accessible height, where appropriate * Floor surfaces – non-slip services, suitable for wheelchairs * Signs are tactile for the visually impaired, especially in toilets etc. * All notices at appropriate height * Emergency exits - access for all children including those in wheelchairs. | Ongoing | Head teacher  Health and Safety  Caretaker  Vale of Glamorgan Council | Where possible / as appropriate | Attention to ‘further considerations’ at  Interim reviews at the end of each term commencing:  Jan 2022 / Jan 23  April 2022 / April 23  July 2022 / July 23  Dec 2022 / Dec 23  April 24  July 24 | Head teacher  Governing Body |

**ACCESSIBILITY ACTION PLAN JANUARY 2022**

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| **ACCESS TO INFORMATION** | | | | | | |
| * To improve the delivery and suitability of information to pupils who are disabled. * Any information gathered is dealt with sensitively and in line with data protection regulations. Parents have access to any information kept about their child. Parents and pupils are always involved in adjustments made relating to any issues to do with disability. * Information collected may be used to review, analyse progress and be used as basis for preparing action plans. The impact of policies and practises on disabled pupils and adults will be assessed within a rolling programme of policy review. The school will decide which policies and practises have the biggest impact on disability and equality and which need to be assessed first. | | | | | | |
| **Action** | **Timescale** | **Person/s Responsible** | **Resources** | **Success Criteria** | **Progress** | **Monitoring and Evaluation** |
| * Parents inform school of any disability or specific needs of their child to enable necessary adjustments to be made. | Ongoing | ALNCO’s  Business Manager |  | Parents provide information where appropriate. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * Pupils with disabilities are provided with information. Curriculum enables all individuals to access same opportunities. | Ongoing | ALNCO’s  SLT  All staff |  | Pupils are aware of their entitlements and take part in the opportunities available. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * The school may request additional professional advice with the agreement of parents / carers when it is appropriate. | Ongoing | ALNCO’s  SLT |  | Needs are fully met and effective provision established. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * Where the school identifies particular needs these are shared with parents and carers and the relevant provision arrangements discussed. | Ongoing | ALNCO’s  SLT |  | Termly reviews commencing January 2022 | Head teacher  Governing body |

**ACCESSIBILITY ACTION PLAN JANUARY 2022**

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| **EDUCATIONAL OPPORTUNITIES** | | | | | | |
| * To promote equality of opportunity between disabled people and other people * To consider the needs of disabled people in all aspects of school life, with the aim that disabled people have the same opportunities and choices as non-disabled people. * Risk assessments and pre-visits ensure the needs of the pupils are taken into account and the necessary arrangements opposing place full stop there are some events that are not suitable for certain pupils, but there are deliberate measures in place to ensure pupils receive additional opportunities.   The educational opportunities available to and achievements of disabled pupils, including access to school trips, involvement in after school activities etc. are assessed to ensure equality of provision is achieved. It is acknowledged that it may require different activities for certain pupils to achieve equality of opportunities. | | | | | | |
| **Action** | **Timescale** | **Person/s Responsible** | **Resources** | **Success Criteria** | **Progress** | **Monitoring and Evaluation** |
| * To ensure disabled pupils are able to take part in school trips. | Ongoing | ALNCO’s  Head teacher | * Pre-visits/risk assessments * Specialist transport * Additional trained staff support | Equality in provision is achieved. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To ensure disabled staff are given the same opportunities and encouragement to attend training courses. | Ongoing | Head teacher  Deputy Head teacher | * As required to ensure access and equal opportunity. | Equality in provision is achieved. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To ensure disabled parents and carers have the same opportunity to meet with their children’s teachers and attend school events. | Ongoing | Head teacher  Deputy Head teacher  All Staff | * As required to ensure access / equal opportunities * Additional needs, example timings, venues, report formats etc. can be adjusted. | Equality in provision is achieved. | Termly reviews commencing January 2022 | Head teacher  Governing body |

**ACCESSIBILITY ACTION PLAN JANUARY 2022**

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| **ELIMINATION OF DISCRIMINATION** | | | | | | |
| * To eliminate discrimination which is in unlawful under the disability discrimination act 1995 * To take proactive steps to ensure disabled pupils, parents and carers are not discriminated against in their access to services provided by the school. * To ensure that positive and inclusive ethos and procedures are sustained and developed. | | | | | | |
| **Action** | **Timescale** | **Person/s Responsible** | **Resources** | **Success Criteria** | **Progress** | **Monitoring and Evaluation** |
| * To give parents and carers the opportunity to declare a disability or health condition which may require reasonable adjustments to be made. | Ongoing | ALNCO’s  Business Manager  Head teacher  Deputy Head teacher |  | * Parents and carers declare a disability or health condition which may require reasonable adjustments to be made   - their child  - themselves  Necessary adjustments are made. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To encourage parents and carers to share information relating to any disability or health concern of their child. * Parental permission to seek additional professional advice is achieved. | Ongoing | ALNCO’s  Head teacher  Deputy Head teacher |  | * Parents and carers to share information relating to any disability or health concern of their child. * School has parental permission to seek additional professional advice when required.   Necessary adjustments are made. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To encourage parents share any concerns they may have regarding disability issues provide a channel of support for pupils and parents. | Ongoing | ALNCO’s  Head teacher  Deputy Head teacher |  | * Parents and carers to share information relating to any disability or health concern of a child. * School has parental permission to seek additional professional advice when required.   Necessary adjustments are made. | Termly reviews commencing January 2022 | Head teacher  Governing body |

**ACCESSIBILITY ACTION PLAN JANUARY 2022**

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| **ELIMINATION OF DISABILITY RELATED HARRASSMENT** | | | | | | |
| * To eliminate disability related harassment knew line to promote a culture of respect which allows disabled pupils and adults to stay safe by deterring disability related harassment or bullying. * To ensure that the positive and inclusive ethos and procedures are sustained and developed. | | | | | | |
| **Action** | **Timescale** | **Person/s Responsible** | **Resources** | **Success Criteria** | **Progress** | **Monitoring and Evaluation** |
| * Adhere to a strong anti- bullying policy | Ongoing  Reviewed annually | All Staff | * INSET Sessions * Governors involvement * Pupils sessions * Parental awareness / involvement | * A strong anti-bullying policy is in place. * Policy and procedures are consistently applied and observed | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To promote positive attitudes and images of disabled children, young people and adults. | Ongoing | All Staff | * INSET Sessions * Governors involvement * Pupils sessions * Parental awareness / involvement | * Pupils and all others continue to demonstrate a fully inclusive ethos. * Policy and procedures are consistently promoted and observed | Termly reviews commencing January 2022 | Head teacher  Governing body |

**ACCESSIBILITY ACTION PLAN JANUARY 2022**

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| **POSITIVE AND INCLUSIVE ETHOS AND PROCEDURES ARE SUSTAINED AND DEVELOPED** | | | | | | |
| * To promote positive attitudes towards disabled people. * To encourage the development of an ethos which supports and promotes disability equality. * To encourage participation by disabled people in public life. * To promote opportunities for disabled people to participate in school life. * The school uniform requirements are flexible where unsuitable for disabled pupils. * School will make reasonable adjustments to ensure disabled people can participate in school life, whenever it is appropriate and suitable in relation to the organisation of the school and the education of the pupils. | | | | | | |
| **Action** | **Timescale** | **Person/s Responsible** | **Resources** | **Success Criteria** | **Progress** | **Monitoring and Evaluation** |
| * To enable full participation in class discussions. * Specialist teachers, teachers and LSA’s guide and monitor. | Ongoing | All staff | As needed | * Provision, strategies and opportunities for all learners to be fully involved in class discussions. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To further encourage and value the contribution made by all learners including representation of the school council | Ongoing | All staff | School council meetings | * All contributions are valued. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To maintain and extend opportunities for all learners. | Ongoing | All staff | School council meetings | * All learners continue to listen and understand the views of all others as normal day to day practise. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To enable full participation in class discussions. * Specialist teachers, teachers and LSA’s guide and monitor. | Ongoing | All staff | As needed | * Provision, strategies and opportunities for all learners to be fully involved in class discussions. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To further encourage and value the contribution made by all learners including representation of the school council | Ongoing | All staff | School council meetings | * All contributions are valued. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To maintain and extend opportunities for all learners. | Ongoing | All staff | School council meetings | * All learners continue to listen and understand the views of all others as normal day to day practise. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To recruit disabled people to become governors of the school | As vacancies occur | Head teacher  Chair of Governors | LA | * Equality of opportunity enabled. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To give responsibility in the school to all learners, example monitors, jobs, positive class leadership roles etc. . | Ongoing process is | All staff |  | * Equality of opportunity enabled. | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To make reasonable adjustments in working practises when possible and without detriment to pupils education. | As required | Head teacher  Governing body | May require adjustments example directed time adjustments are made as appropriate | * Adjustments are made as appropriate | Termly reviews commencing January 2022 | Head teacher  Governing body |
| * To offer telephone appointments or home visits for disabled parents when necessary and appropriate | As required | As appropriate |  | * Adjustments are made as appropriate | Termly reviews commencing January 2022 | Head teacher  Governing body |