Ladygrove Primary School

Accessibility Plan Objectives

November 2024

Review date – November 2025

Accessibility Plan

At Ladygrove Primary School we are dedicated to ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class, mental health or lifestyle. We are committed to recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

The Accessibility plan is drawn up in compliance with current legislation and the requirements of the Equality Act 2010.

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

a) He or she has a physical or mental impairment, and
b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities

The Accessibility Plan is structured to compliment and support the school's Equality Policy. The Accessibility Plan should be read in conjunction with the following school policies.

- Equal Opportunities Policy
- Teaching and Learning Policy
- Behaviour Policy
- Curriculum Policies
- Health and Safety Policy
- Mental Health Policy
- Special Educational Needs and Disabilities Policy

Equalities Statement

Through appropriate treatment of all, Ladygrove Primary School and Nursery aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community pupils, staff, governors, parents/carers and community members and is based on the school's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

The Physical Environment – Physical Access

Ramps allow access to all playground areas. We have lowered handrails to assist children when climbing and descending the steps around school.

Disabled parking spaces are available for parents, staff and visitors.
Pathways around the school are all safe and logical.

Emergency and evacuation systems are in place and are known by current pupils and staff. Children with sensory difficulties would need a risk assessment.

Reasonable adjustments have been made for a child with a visual impairment. A risk assessment is also in place. The extension which opened in September 2019 includes braille signage.

Care plans/ PEPs are in place for individual children who need them.

The physical environment is adapted to meet the needs of our current cohort of pupils.

When applicable, staff will use technology to assist pupils with disabilities.

Mental Health and Wellbeing

Here at Ladygrove Primary School and Nursery, we recognise the importance of promoting mental health and wellbeing throughout our school community, school vision and within our curriculum. All school policies reference mental health and consider how subjects may impact upon mental health such as mathematics potentially causing anxiety. Our school learning animals are used to promote resilience and mistakes are referred to as 'Marvellous Mistakes.'

Ladygrove Primary School and Nursery want to ensure that children with mental health difficulties are correctly supported. We have access to 'Boxall Profiling' to support staff in identifying children's primary social, emotional and mental health need and put the correct support and intervention in place. Within school children may be referred to and have access to ELSA sessions with a trained ELSA professional. Referrals can be made to the BeeU Mental Health Service. Our attached Educational Psychologist may also advise staff on how to correctly support children with mental health difficulties.

Accessibility Plan - Equality Act 2010
Objectives 2024-2025

Key objectives	Adult	Actions	Review
Policy Planning **Objective:** **All Teaching Staff to have access to data on groups of pupils including ethnicity, gender, disability, disadvantaged etc.** **Success Criteria** • All teachers will have a clear overview of the representative groups in their class.	HT/ SENDCo/ Admin	Disadvantaged, gender, ethnicity, CIC and SEND data to be given to all staff termly and reviewed at Pupil Progress meetings. Class teachers to be aware of disadvantage within their class. This is to include the lowest 20% of attaining pupils.	To be reviewed termly

Admissions and attendance **Objective:** **To ensure that pupils are not discriminated against when applying for a school place** **Success Criteria** • Admissions policy and criteria do not disadvantage any groups of pupils and that action will be taken to remove any inequalities that are identified. • Comprehensive information about the pupils' ethnicity, first language and religion will be included in all admission forms. • The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils. • Staff who follow up absence are aware of and sensitive to relevant community issues. • Provision will be made for leave of absence for religious observance and this includes staff as well as pupils. • Provision will be made for pupils on extended leave to cover missed work.	HT/Governor HT/Governor LA Admin staff HC LC HT/Governor Teachers	First day call to all Parents. Support from Family Support worker/ EWO to work with parents. Follow up with prosecutions as Necessary. Governors attend reviews and Attendance Panels.	Lead Governor to monitor absence on a termly basis and review the groups that pupils belong to.
Attainment, progress and assessment **Objective:** To secure good progress for all children, regardless of SEND, gender, vulnerable group (Pupil Premium Grant including Free School Meals children, Service children and Children in Care) or ethnicity. **Success Criteria:** • SLT will ensure that pupil attainment and progress is monitored by cohorts and groups of pupils to identify trends and patterns of underachievement. • Class teachers and senior leaders will hold pupil progress meetings to look at the progress of all children. • Class teachers/ SLT will identify children who need to make accelerated progress and plan interventions accordingly.	Teachers	All staff to be responsible of analysis Pupil progress meetings SEND meetings between teachers and SENDCO	Termly

• Children will receive high quality interventions targeting gaps in their learning.			

To secure and maintain at least good teaching, learning and assessment for all pupils **Success Criteria** • SLT will ensure that pupil attainment and progress is monitored by cohorts and groups of pupils to identify trends and patterns of underachievement. • SLT will take action to diminish difference between the performances of groups of pupils. • SEND coordinator will monitor the offer for SEND children and ensure that they are receiving effective teaching. • English and Maths coordinators will monitor assessment materials to ensure that they are, as far as possible, free of cultural or linguistic bias. • SLT will ensure that pupils are appropriately supported in assessments and that particular attention will be paid to identifying and meeting any support needs for groups that are particularly disadvantaged and pupils with English as an additional language. • KS1/2 test access arrangements to meet individual needs will be applied for and support provided where required.	HT and Teachers HT/ Teachers HT/SENCO	Analysis of data by gender, FSM, ethnicity, SEND, CIC Interventions to be planned and monitored so that there is an impact on pupil progress regardless of representative group. Translation of papers wherever possible to ensure that pupils are not at a disadvantage.	Termly

Behaviour, discipline and exclusions **Objective: To deal with any conduct matters and disruptions to learning** **Success Criteria** • Monitor exclusions by SEND, ethnicity, gender, disability, and disadvantage. • Take appropriate action to remove any disparities in rates of exclusion between pupils from different equality groups. • Recognise and take into account that cultural, disability background and mental health may affect behaviour.	HT all staff HT all staff HT all staff	HT to monitor exclusions and behaviour patterns Disadvantage, gender, ethnicity, SEN, CIC alongside Safeguarding Governor.	Termly

Curriculum **Objective:** **Ensure that the curriculum meets the needs of all pupils** **Success Criteria** • The curriculum is planned to incorporate the principles of equality, challenging and promote positive attitudes towards diversity • All pupils have access to the curriculum • Resources and displays portray positive images of different groups of people and cultures • To provide a range of learning opportunities from different cultures. • Extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account religion and culture, gender, disability and socio-economic background. • Pupils will celebrate difference and recognise this as an aspect of uniqueness in everyone. • Pupils will learn about mental health during mental health week. • All subject policies will include a mental health statement. • The Governing Body is kept informed of the implications of the Auxiliary Aids Duty.	HT/Teachers	Review of curriculum to meet the needs of all groups of pupils(SLT) Monitor which groups attend after school clubs Reasonable adjustments to be made to meet the needs of all pupils Curriculum to prepare children for life in modern Britain All staff to add a statement about mental health to their policies	Termly

Curriculum **Objective: Ensure that the interventions meet the needs of identified pupils.** **Success Criteria** • Interventions have an impact on pupil progress. • Resources promote participation and engagement for all pupils. • All staff have a good understanding of how to support pupils with identified SEND.	HT/ SENCo / All staff	Monitor the impact of interventions. Audit resources Audit of engagement during quality first teaching. CPD to focus on key areas of SEND	Termly
Staff recruitment and professional development **Objective:** **To ensure that all staff have high quality CPD** **Success Criteria** • All staff are encouraged to develop and work towards achieving their full potential. • Procedures are in place to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on equality grounds. • All those involved in recruitment and selection are trained and aware of what they should do to avoid any discrimination. • Applications for posts are monitored by ethnicity and the information supplied to the LA on an annual basis as requested. • Professional development opportunities and promotions are monitored by ethnicity. • Mental Health Leads appointed Breaches of this policy by staff or Governors will be dealt with in accordance with the school's discipline and grievance procedures.	HT/SLT	CPD for all staff: Teachers weekly Support Staff monthly Mental Health Lead Training completed CPD to include: Deployment of Teaching Assistants Read, Write Inc Training Reasoning and types of Problem Solving Moderation of reading, writing, Maths	Termly

		Speech and Language interventions TRIP reading intervention	
Partnerships with parents and the wider community The school will ensure that; • All parents are encouraged to participate at all levels in the full life of the school and steps are taken to encourage the involvement of under-represented groups. • Information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate. • All parent's views are consulted with regards to how best to cater for individual needs. • All children's views are consulted with regards to how best to cater for individual needs.	HT/All Staff	Termly newsletter for parents from class-teacher. Class page on school website. SEND blog on school website. Welcome letter from class teacher shared with parents. Parental Workshops.	Termly

• All parents are aware of services that they can access to support their child's mental health such as the BeeU mental health service.		Learning Assemblies Views collected termly by Governors Longer SEND parents evening meeting termly to share provision maps. Parental surveys conducted at parents' evening	

Health and Safety Policy- Document Status			
Date of Policy Creation	**October 2019**	**Named Responsibility**	**Allison Skelton**
Date of review completion	**November 2022**	**Named Responsibility**	**Jo Weichlbauer** **Beth Ellis-Lowe**
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Date of review completion	**November 2024**	**Named Responsibility**	**Jo Weichlbauer** **Beth Ellis-Lowe**
Date of Policy Adoption by Governing Body		**November 2024**	