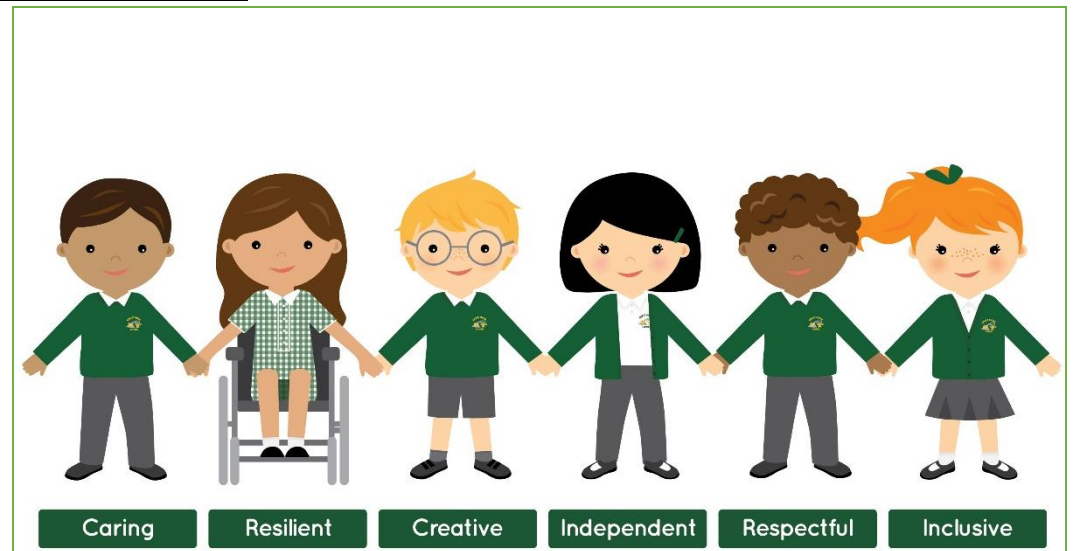




Great Moor Community Infant School Accessibility Plan 2019

Our Vision and Values...

Great Moor Community Infant School is a caring and secure hub in our community where our children, staff and partners feel valued, happy and safe. Our values are held in the highest regard by our community and the needs of our learners, and underpin a broad, rich, learning experience. Our progressive curriculum supports and nurtures individual learners to grow and achieve to their highest levels. Our curriculum embraces strong, creative links between individual subjects and encourages children to become engaged learners championing their own journey.



Continued Development	Time	Outcomes/cost implications	Key Personnel
Promote equality and challenge any form of discrimination.	On-going	All pupils are treated equally and any kind of discrimination is challenged immediately. Discussed with all staff and procedures in place to report any incidents of discrimination. New initiatives within school always take account of equality and diversity.	All staff/Gov
<u>Audit of information</u>			
Questionnaire issued to all parents/carers when they start school regarding disabilities.	Start of each Nursery and Reception as new children	Key information communicated appropriately and appropriate support put in place for children, staff and the wider school community. Identify disabilities and views on current provision for children with SEN/disabilities.	SLT
Questionnaire for new staff to establish disabilities.	Given to new staff	As result of audit ensure appropriate provision in place. Necessary amendments to the Equality Action Plan as a result of information gathered from the audit. Audit views on provision.	New staff/SLT
Monitoring and evaluation of SEND – pupil interviews/planning	Termly	Address any issues raised.	SEND team/SLT/SEND Governor

<p>and work scrutiny/observation of TAs/tracking/parental questionnaire etc</p> <p>Monitor and track groups of children to ensure equality of access/'lived experiences'/ progress across the curriculum.</p>	<p>On-going and termly</p>	<p>Pupil Progress meetings and groups identified on planning.</p>	<p>SLT/Subject Leaders/SEND Governor</p>
<p><u>Physical Access</u></p>			
<p>Consider any physical access issues, particularly for new pupils (where possible be proactive to needs not reactive)</p>	<p>On-going</p>	<p>Make any adaptations necessary to allow access for all.</p>	<p>SLT/Business Manager</p>
<p>Consider access to more classrooms in main building</p> <ul style="list-style-type: none"> • Sound loops • Prepare plan for visual impairment 	<p>On-going</p>	<p>Make any adaptations necessary to allow access for all.</p>	<p>SLT/SBM</p>
<p>Toilets to be regularly checked for access and 'good order'</p>	<p>Daily</p>	<p>Caretaker to report any issues to the SBM</p>	<p>Caretaker/SLT/ Business Manager</p>
<p>Monitor access issues for wheelchair users, suitability and cleanliness of accessible toilets</p>	<p>Daily</p>	<p>Caretaker to report any issues to the SBM</p>	<p>Caretaker/SLT/ Business Manager</p>

<p>Consider suitability of feeding arrangements</p>	<p>Annually or as required</p>	<p>Make any adaptations necessary to allow access for all. Consider needs of new pupils and staff.</p>	<p>SLT/SBM</p>
<p><u>Curriculum</u></p> <p>Throughout the teaching of our curriculum we ensure that equal opportunities and diversity are promoted.</p>	<p>On-going</p>	<p>Ensure the curriculum promotes equality and diversity. Positive, inclusive ethos within school. Greater understanding of the challenges encountered by a person with a disability.</p>	<p>SLT/all staff</p>
<p>Give additional and appropriate consideration to the induction/transition processes for a child or parent with a disability. Work in close partnership with feeder nurseries and GMJS. Obtain and transfer of data/supporting information regarding new pupils who have disabilities to aid forward planning.</p>	<p>On-going</p>	<p>Clarity of information during transition-to include both children who are on the SEND register as well as children who have a disability and part of another group.</p>	<p>HT's of Infant and Junior schools All Staff</p> <p>SLT/All teachers</p> <p>SLT/all staff</p>

Analyse achievement and attainment to ensure progress for all.	On-going	Use all available information to set suitable learning challenges for all. Respond to pupils' diverse needs and overcome any potential barriers to learning. Ensure quality first teaching, differentiation and Graduated Response where appropriate. Other appropriate adaptations considered all identified pupils.	SLT/Subject Leaders All staff
Review attendance and exclusion data to ensure no over-representation of each group.	On-going	Address any issues	
Continue to promote equal opportunities and positive attitudes to all pupils/staff.	On-going	Through INSET, CPD, monitoring of planning, learning observations, meeting with Subject Leaders, Pupil Progress	SLT/all staff/Govs
<u>Information access</u>			
Review school website and ensure access to policies etc for all.	Twice a year October and March	Ensure all statutory information is accurate and accessible Ensure all have access to information as necessary.	SLT/computing Lead/LA support

Provide any access requirements identified by parents on questionnaires; they may need e.g enlarged print for newsletters, translators, communication via telephone.	On-going		SLT/teachers SLT
Ensure relevant policies/ information given reflects equality and diversity policy	On-going	Prospectus to reflect equality and diversity policy and access arrangements. Headteacher to stress school ethos, sensitivity and attitudes towards disabilities and all groups and access arrangements during induction meetings and within school prospectus.	SLT/staff/Governors
Ensure information given out is non-stereotyping		Monitor policies/ information given and ensure they reflect equality and diversity policies.	SLT
Publish information on website about how pupil premium has been spent and feedback annually to Governors.		Pupil Premium has had an impact on attainment of pupils eligible to receive it and details of how it has been spent have been published on website.	Teachers/SLT/Gov
Public Sector Duty Policy to be reviewed annually.	Annually	Duty reviewed by staff and Governors	SLT/Gov

Monitoring			
<p>Pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked after status.</p>	On-going	Track groups of pupils through the school and ensure all groups are progressing well.	All staff
<p>Through quality assurance procedures such as lesson observations, monitoring of planning, talking to the children, ensure the school meets its duty to positively promote diversity.</p>	On-going	Diversity is positively promoted and checked through lesson observations, discussions with children, monitoring planning, outcomes etc.	All staff

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