ACCESSIBILITY AND EQUALITY PLAN 2020-21
(This document should be read in conjunction with the Trust's Equality Objectives)

In formulating this plan, the Academy has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

Priority 1: Ensure that the curriculum and academy environment are able to support diverse needs by effectively tracking the Inclusion Development Plan						
Actions	**Person(s) Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Resource**
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	SENCo Pupil Premium Lead Curriculum Lead SLT	Annually	All students are making expected progress or exceeding targets	Data collection scrutiny half termly	New foundation curriculum in place	Subject Leadership – Planning and Monitoring Time
1.2 Multi Agency assessments actioned for all students at risk	SENCo DSL & Safe Guarding Team	As necessary	No students at risk	Vulnerable Children Review	Trust Safeguarding Reviews quality controls school provision	SENCo / DSL time
1.3 External agency support is identified and delivered for all students in need	SENCo DSL & Safe Guarding Team	As necessary	Interventions are in place to support children to make expected	Safeguarding Pathway and SEN Pathway	Trust Safeguarding Reviews quality controls school provision	SENCO / DSL time
1.4 Alternative Curriculum students access balanced curriculum	SENCo Class teachers	Continuous, reassess on a half termly basis	Lessons differentiated so that all pupils can participate in all subjects	Teaching & Learning monitored for inclusivity	Trust SEND review quality controls school provision	SENCo time Curriculum Lead
1.5 Students with identified needs have access to laptops and resources to support learning with SEND	Headteacher SENCo	As necessary	All children who need extra resources have them	SENCo to monitor needs and success of support	Laptops and I Pads available	Cost of resources IT support, tablets and laptops. Every child in Y6 has own ipad
1.6 All students assessed for SATS Access arrangements	Assessment lead SENCo	Apply by mid-April	All students are able to access Year 6 SAT's.	LSA readers assigned, additional time or medication requested when appropriate	Effective systems in place to monitor and apply for additional time/changes to scripts	Additional staffing
1.7 Academy environment reviewed by relevant senior manager to ensure access for all.	Headteacher Site Manager	Annual check	School environment physically accessible to all	Monitor annually and when new staff / children begin	Premises reviewed by Trust and external agencies to ensure compliance	

Priority 2: To improve outcomes for students and staff by improving access to the physical environment						
Actions	**Person(s) Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Resources**
2.1 To ensure all students/visitors access all areas of the academy. ***	Site Manager	As necessary	All students and visitors can access the whole site.	Weekly	No issues to date	**** Covid 19 – strict rules for visitors & movement of children
2.2 To ensure signage is in standard format	Site Manager	On going	All areas are signed within Ofsted guidelines	Ongoing checks termly		
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	Site Manager & HT	On going	All emergency evacuation systems are in place and working with children and staff aware	Ongoing checks weekly and half termly PEPS in place		Site Manager time
2.4 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability	Headteacher Site Manager	On going	All ramps are kept clear and in good order to ensure access to all areas of the school	Weekly to ensure that all ramps are in working order		Cost of repair & servicing
2.5 Classrooms optimally organised for disabled students/staff and pregnant staff	Class teachers SLT Site Manager	On going	Pregnant staff have risk assessment Classrooms adapted/arranged as needed All rooms are accessible to all.	Ongoing and adapting with the intake of the pupils and staff situations		Risk assessments

Priority 3: To improve provision of information to ensure that all groups have equal access to academy information						
Actions	**Person(s) Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Resources**
3.1 To improve communications to groups with protected Characteristics	Headteacher SLT DSL	On going	All communications are kept confidential and used appropriately	As appropriate		DSL training
3.2 To ensure the academy website is clear, simple and easy to navigate	SLT Admin Team	On going	The website is accessible for all and compliant with the Ofsted criteria. Use of Class Dojo	Regular checks and updates on the website		

Priority 4 To monitor and promote Gender Equality and take action where inequalities arise						
Actions	Person(s) Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Resources
4.1 Monitor balance of gender across employed staff	Headteacher SLT	Ongoing, employment periods	There is a balance of gender across school.	List of staffing		REACH recruitment system
4.2 Support staff in accessing equal CPD opportunities	Headteacher SLT	On-going as necessary	All staff access relevant CPD for their post	Identified through Appraisal and in line with SDP		Budget, staff PM time
4.3 Promote gender equality through education and visual graphics in college	Headteacher All staff	On going	Balance in displays	Regular updates of displays Gender neutral toilets		Times and display resources
4.4 Actively challenge traditional gender stereotypes through education and positive role models	Headteacher All staff	Ongoing	There is a balance of education across school.	Monitoring planning		Curriculum training

Priority 5 To monitor and promote Race Equality and take action where inequalities arise						
Actions	Person(s) Leading	Timescale	Success Criteria	Monitoring & Support Arrangement	Evaluation	Resources
5.1 Monitor balance of minority race and ethnic groups across employed staff	Headteacher	Ongoing Employment periods	Balance of minority groups across staff	List of staffing		REACH recruitment system
5.2 Support staff in accessing equal CPD opportunities	Headteacher	On-going when necessary	All staff access relevant CPD for their post	Identified through Appraisal and in line with SIP		
5.3 Promote race equality through education and visual graphics	Headteacher All staff	On-going	Balance in displays	Termly updates of displays		Time and display resources
5.4 Promote academy visits to multi-cultural areas to increase awareness of multi-cultural society	Headteacher Curriculum Lead	On going	Cultural Capital is a priority of school educational visits and pupils attend & can comment on the visits	School visits and the impact		Funding of trips

****