

St GABRIEL'S C of E SCHOOL

EQUALITY ACTION PLAN and ACCESSIBILITY PLAN 2018-19

This Equality Plan sets out the Equalities Objectives 2018-19 and is referenced in our School Improvement Plan.

We believe that this Accessibility Plan is compliant 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 on progress of the Accessibility Plan over a prescribed period.

1. The St Gabriel's Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, the LDBS and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. The governors will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The St Gabriel's C of E School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 1. increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of 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 school 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 timeframe;

2. improve 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 timeframe;
3. improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Whole school Equality Policy
 - Equality Objectives
 - Staff Handbook
 - Curriculum Policy
 - Health & Safety Policy (including off-site safety and risk assessments)
 - Inclusion Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - Annual Conditions Survey-LDBS
 - Mission Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the Governor Premises Committee.

12. The school will work in partnership with the Local Authority and the LDBS in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames
<p>Eliminate discrimination, harassment and victimisation</p>	<p>Maintain high levels of pupils safety</p> <p>All children feel safe at school</p> <p>The school will continue to develop its contingency plans for accommodating any disabled pupils or staff who may join the school in the future</p> <p>As part of a rolling programme of redecoration the school will consider improvements needed to lighting and signage</p>	<ul style="list-style-type: none"> • Autumn Spring and Summer, whole school • Playtime/lunchtime surveys • Termly monitoring of behaviour (including pupil <u>group analysis</u>) • Annual whole school survey • Whole staff CPD on behaviour policy at the start of every new academic year. • Consider each year any potential requirements • Regular checking of school signage. 	<p>Monitoring of pupils playtime/lunchtime with specific questions about safety</p> <p>Weekly and termly monitoring of behaviour</p> <p>Annual pupil survey with specific questions about safety</p> <p>Reporting to governors</p> <p>Minutes from Premises committee</p>	<p>Head teacher</p> <p>Assistant Headteacher(s)</p> <p>PSHCE Leader</p> <p>Admissions and Premises Committee</p> <p>School Keeper.</p> <p>Safeguarding Governor</p> <p>Headteacher</p>	<p>Autumn 2018</p> <p>Spring 2019</p> <p>Summer 2019</p> <p>Spring term each year (surveys)</p> <p>Spring term each year</p> <p>Autumn Spring</p>

	Implement a strategic premises plan to maximise and optimise the learning environment for pupils	Bid to LDBS for work on electrics and new block roof	Annual bid by 31 st October. Follow up telephone calls in Spring term	Premises Committee Headteacher	
Advance equality of opportunity between different groups	<p>All pupils to make at least expected progress across KS1-2 in English and mathematics</p> <p>Close the attainment gap between pupil premium pupils and pupils nationally</p> <p>Improve attainment and progress in reading, writing and mathematics for most able</p> <p>The gap between the pupil premium and non-pupils premium pupils closing by the end of Year 4</p> <p>Achieve a year on year (over three years) improvement in the gap</p>	<p>Set KS2 Pupils targets based on expected progress from KS1</p> <p>Share targets with pupils at the start of the academic year</p> <p>Monitor progress through lesson observations, book looks, learning walks, pupil progress reviews</p> <p>Share progress update with parents at Spring and Summer term parent consultation meetings</p> <p>Share attendance in termly reports to parents.</p> <p>Set annual attendance</p>	<p>Termly monitoring of groups at pupil progress reviews</p> <p>Termly monitoring at PPR meetings</p> <p>Termly reporting to governors</p> <p>Weekly monitoring by Headteacher</p> <p>Half termly monitoring by Inclusion Lead</p> <p>Termly reporting to Governors</p>	<p>Headteacher</p> <p>Assistant Headteacher(s)</p> <p>Inclusion Lead</p> <p>Subject leaders</p> <p>Headteacher</p> <p>Senior Admin officer</p> <p>Headteacher</p>	<p>Autumn 2018</p> <p>Spring 2019</p> <p>Summer 2019</p>

	<p>between pupil premium pupils attendance and attendance of all pupils in the school.</p> <p>Achieve a year on year (over three years) improvement in school attendance</p>	<p>targets and share with key stakeholders</p> <p>Write annual attendance letter to parents outlining school policy</p> <p>Report class attendance weekly to children in assemblies and parents in the newsletter</p> <p>Celebrate achievement of attendance target with whole school</p> <p>Set annual attendance target and share with key stake holders.</p> <p>Write and annual attendance letter to parents outlining policy</p> <p>Report class attendance weekly to children in assemblies and parent newsletters</p> <p>Celebrate achievement of attendance target with whole school</p>	<p>Parents and pupils are aware of attendance target and progress towards it.</p>		
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Foster good relations between different groups	Maintain high levels of parents and carers attendance at Family assembly & Curriculum workshops	Inform parents of equalities requirements Keep registers of parent attendance at key events Advertise parent events a term in advance and advertise in weekly newsletters	Annual reporting of parent group attendance to governors	Headteacher	Autumn 2018 Spring 2019 Summer 2019
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To be Reviewed Summer 2019