

Accessibility & Equality Action Plan

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;*
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided*
- improving the availability of accessible information to disabled pupils*

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually.

Our Christian Vision:

Respectful

Creative

Resilient

Truthful

Teamwork

Compassionate

'Those who trust in the Lord for help will find their strength renewed. They will rise on wings like eagles; they will run and not get weary; they will walk and not grow weak. Their roots will go down into God's love and keep them strong'.

Isaiah 40:31, Ephesians 3:17

KEY ISSUE 1 –Physical accessibility focus

To make reasonable adjustments to enable adults and children with special needs and disabilities.to access learning (and learning spaces)

Success criteria

- Children and adults with disabilities are able to access all onsite and off-site learning
- Individuals with visual impairments are able to access all learning opportunities

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Ensure that reasonable adaptations allow adults and children with disabilities to access all areas of the school site as well as areas for off-sight learning (e.g. swimming, residential visits) • Continue development of site as a wheelchair friendly • Dedicated seating in school events for vulnerable individuals • Purchase appropriate equipment to enable children to use learning spaces (with support of an OT) • Book termly OT visits who will monitor the appropriateness and suitability of additional supports for children • Ensure appropriate staffing can effectively use supports (e.g. pushing a wheel chair)	HT & SENCo	From April 2025	By April 2026	Any special equipment needed to access activities in different areas of school	SEN Governor with HT & SENCo	

Ensure that appropriate provision is in place to support individuals who are visually impaired (including, for example, colour-blindness) • Maintain classroom environments & displays which reduce visual stress • Make reasonable adjustments to seating arrangements (e.g. at the front of the classroom or nearer the board) • Ensure that technical equipment (including Interactive Whiteboards or Assistive Technology) is maintained to a high standard • Work closely with relevant professionals to ensure that all children can access PE with appropriate equipment • Maintain the layout of the furniture, large boulders of the outside areas, including in the 'Rainbow Reflection Garden'	Class teachers, HT & SENCo	From April 2025	By April 2025	Any assistive technology needed	SEN Governor with HT & SENCo	
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KEY ISSUE 2 - Equality focus

By enhancing the curriculum children have a greater awareness and understanding of different cultures, beliefs and protected characteristics.

Success criteria:

- Children's learning (monitored in books and pupil voice) reflects a diverse and inclusive curriculum
- Children's behaviour and attitudes reflect the Schools Christian Values (and awareness and understanding of different cultures, beliefs and protected characteristics)

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Teaching • Ensure that the PSHE and RE curriculum are timetabled weekly in all classes • Provide adequate training to deliver PSHE and RE curriculums and to handle more sensitive areas of coverage • Ensure the school's long-term plan reflects the diversity of the country, e.g. review diversity among scientists, composers and artists	RE & PSHE Leads PSHE Lead & HT Deputy & Head	From April 2025	Ongoing (review April 2025)	Jig Saw curriculum resources	HT & Subject Leads	

Living out our Christian Values • In their talk and interactions with others, children demonstrate their understanding of different cultures, beliefs and protected characteristics • Through Collective Worship and classroom interactions, respect and equality are modelled • In line with our Relational Behaviour Policy, children are rewarded for demonstrating our Christian Values and undesired behaviours are corrected with reference to them	All staff All staff All staff	From April 2025	Ongoing (review April 2025)	CPD time to refresh	HT & Subject Leads	
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