

Equality Scheme and Accessibility Plan – East Crompton St James'

Subject: Accessibility Plan	Leader: Andrea Laskey & Larissa Fox	Date: October 2022
Priority 1: To Increase opportunities for disabled pupils and children identified with SEN to participate in the school curriculum including extra-curricular provision.		
<u>Success evaluated by:</u> • Executive Headteacher • Executive Deputy through monitoring • Inclusion Lead • Reports to Governors		
<u>Measures of success:</u> • All children with SEND have access to an inclusive curriculum, including extra-curricular activities, in order to meet their individual needs. • Policies and recommendations are fully implemented. • Children with SEND make progress from their individual starting points.		

<u>Objective</u>	<u>Actions</u>	<u>Led by</u>	<u>Monitored by</u>	<u>Milestones</u>	<u>Evaluation</u>
Raise the awareness of Disability Equalities Scheme/ Accessibility Plan with all staff and governors linking to Code of Practice 2014.	• Review equality scheme and policy with stakeholders. • Pupil voice to gather views re. inclusion, strengths and areas to develop. • Parents survey/questionnaire to gather views re. inclusion, strengths and areas to develop. • Share scheme & plan with staff and Governors. • Publish equality scheme and accessibility plan on website.	AL	Executive Headteacher/ Deputy SEND Governor	All new staff to receive training on Code of Practice 2014 Undertake audit / questionnaires Review and update equality scheme and accessibility plan Share with SEND governor and publish equality scheme and accessibility plan on website (Autumn 2022)	Do all staff know about and understand the equality policy and accessibility plan and outcomes? Does the equality policy and accessibility plan include the views of stakeholders?

To implement the recommendations from 'Supporting Pupils with Medical Conditions' (Oct 2022)	- Implement recommendations from 'Supporting Pupils with Medical Conditions'. - PEEP and individual risk assessment to be in place for all vulnerable children. - Risk assessment to be completed for all statemented and vulnerable children for educational visits. - Ensure that all staff have an understanding of the impact of the policy. - Implement and ensure that school follows the medical policy and administration of medicine guidance in line with school policy and protocols. - Use external agencies and health professionals to provide support and guidance (health plans) for children with medical conditions. - All staff to have up to date training ie Asthma training, Epipen training, (Autumn term annually) & Diabetes training, Epilepsy training annually as needed if children present with these conditions.	AL & LF	Executive Headteacher SEND Governor	All staff to receive and read policy 'Supporting Pupils With Medical Conditions' (Autumn 2022) All identified children to have a PEEP Ongoing) All children with Statements or who are vulnerable to have individual risk assessments for classroom activities and external visits. (On going) Advice from external agencies to be implemented re. Care plans and related training. (On going) Autumn term 2022 and then annually thereafter) from School Health Advisor then annually during Autumn term thereafter.	Has the school fully implemented the advice and recommendations made in Supporting Pupils with Medical Conditions Do all children with SEND / vulnerable have a PEEP & individual risk assessment which is reviewed termly? Do children with SEND / vulnerable groups have access to educational visits through individual risk assessments?
To increase the number of children participating in extra-curricular activities (SEN children)	- Audit current provision of clubs being accessed by vulnerable group and those with disabilities. - Target/encourage children with SEND to attend activities, using the Oldham opportunity area essential life-skills grant. - Attendance at clubs to be encouraged through PCR meetings.	SENCO	Executive Deputy & AL SEND Governor	Termly review to monitor the number of children accessing extra-curricular activities. Provide opportunities and signpost working in partnership with children and parents / carers.	Has there been an increase in the number of children with Disabilities or with SEN accessing extra-curricular activities both within and outside of the school?

	- Identify reasons why non-attendance at activities both sporting and non-sporting through use of Parent and pupil questionnaires. - Keep a list of children with SEND, who access any extra-curricular activities.				
Ensure that class teachers teach all children using an adaptive teaching approach to maximise achievement (attainment + progress).	- Ensure all children including those with SEND, have access to class teacher teaching throughout the week through targeted support and adaptive teaching methods. - Monitor the provision for children through drop-ins, formal observations, book scrutiny and pupil voice. - Gain children's views about the support they receive.	AL & SENCO	Executive Headteacher/ Deputy SEND Governor	School Review/SIP visit by Executive Head and SIP (On going) Support provided ensures that the children get the most effective support and teaching they can. (On going)	Are all children's needs met through effective teaching and learning? Has there been an increase in the number of children who feel that they get support with their learning.
Audit staff competencies and identify and address any training needs	- Audit to be carried out to ascertain staff competencies - Identify any training needs arising from audit for individual or groups of staff - Staff to attend relevant training to meet their individual needs - Good practice to be shared within school as relevant	AL & LF	Executive Headteacher SEND Governor	Audit carried out across school Training needs identified from audit Training attended/Good practice shared (Ongoing)	Do staff feel more confident to meet the learning needs of all the children in their class? Are all children being taught effectively by the classteacher?

Priority 2: Improving the Physical Environment of the school

Success evaluated by:

- Executive Headteacher
- Executive Deputy through monitoring
- Inclusion Lead
- Reports to Governors

Measures of success:

- All children able to access learning alongside their peers as part of an inclusive curriculum.
- Children who need a PEEP and individual risk assessments have the correct paperwork and is reviewed termly.

<u>Objective</u>	<u>Actions</u>	<u>Led by</u>	<u>Monitored by</u>	<u>Milestones</u>	<u>Evaluation</u>
Ensure that access in classrooms and shared areas meets the learning needs of all pupils including those with a disability	• Classroom layout to reflect the needs of learners and individual pupil need (eg pupils with PD/HI needs) • Ensure clear pathways and visual access for all pupils and visitors • Use of external professionals to provide support and advice to enable all children to access an inclusive curriculum.	LF	Inclusion Lead SEND Governor	Regular checks by class teachers to ensure that classrooms and work areas are suitable for the children they are working with. Regular input from external agencies to meet the needs of individuals.	Does the physical environment meet the needs of individual children / groups?
Ensure that all children can access outdoor learning (including Forest School Activities).	• Ensure that children can access Forest school areas and are able to participate in all aspects of the curriculum following reasonable adjustments being made and with the correct level of support. • Individual risk assessments completed and reviewed termly. • PEEP's in place for children with disabilities, those with EHCP's	LF	Inclusion Lead SEND Governor	Risk assessments for Forest School completed (September 2017) Termly review of individual risk assessments All PEEPS to be completed Autumn term annually then reviewed to reflect any additional changes.	Can all children with SEND access outdoor learning including forest school as part of the curriculum?

	and the most vulnerable children.				
Ensure that appropriate facilities are available for children including those with medical needs and disabilities.	Governors resources committee to consider renovating the disabled toilet/shower room to incorporate a changing bed and hoist.	Inclusion Lead	Executive Head SEND Governor	Discussed at a resources committee meeting (2021-22) will be reviewed 2022-2023	

Priority 3: To improve the delivery of information for all pupils including those with disabilities.

Success evaluated by:

- Executive Deputy through monitoring
- Inclusion lead through monitoring
- Reports to Governors

Measures of success:

- All parents have been notified about the School SEN Report .
- Parents / Carers are able to access the relevant external agencies and services as required.
- Parents are able to access information through a range of sources including newsletters, website and through relevant school staff, SENCo and Parent Engagement Officer.

<u>Objective</u>	<u>Actions</u>	<u>Led by</u>	<u>Monitored by</u>	<u>Milestones</u>	<u>Evaluation</u>
To continue to provide information to parents	- School to continue to work with parents / stakeholders to continually review the information that is shared. - Signpost parents to 'School Report' (Local Offer) on website	LF	Inclusion Lead SEND Governor	Inform parents about the School Report (Local Offer) annually. Parents questionnaire/meeting to review of policies and information shared (Spring term 2022)	Is information accessible to all parents /carers? Are reasonable adjustments made to ensure information is shared and accessed by all?

To signpost disabled pupils to outside agencies / providers as appropriate.	- Audit provision for disabled pupils at the school and monitor the effectiveness of signposting to outside providers. - Signpost parents to 'School SEN Report' on website	LF	Inclusion Lead SEND Governor	Termly SEN support plan meetings conducted and information shared and signposted. Signpost parents /carers to School SEN Report	Are parents /carers signposted successfully to external agencies and providers?
To liaise with the LA and local support services to enable children and families to access external services and support networks.	- Identify the complete provision of support / materials available e.g. sensory service / pictorial records - Signpost parents to 'School SEN Report' on website	LF	Inclusion Lead SEND Governor	Termly Individual Assessment Plan's conducted and information shared and signposted. Signpost parents /carers to 'School SEN Report'.	Are parents /carers signposted successfully to external agencies and providers? Have parents /carers been able to access external support services as needed?