



Equality Statement and Accessibility Plan 2018 - 2020

Here at Charnwood Primary Academy we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Under the Education and Inspections Act 2006:

- We welcome our duty to promote community cohesion.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

As a school we formulate specific and measurable equality objectives. These are kept under review and progress reported on annually.
Current Objectives. 2018-2020

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion ensuring that all learners, including those with Special Education Needs, and disabilities, make expected or better than expected progress.
- 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.
- 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 the Equality 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 aids and equipment, which may assist these pupils in accessing the curriculum.



- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

| Targets | Current Good Practice | Actions | Outcome | Timeframe | Goals Achieved |
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| Equality and Inclusion | | | | | |
| Raise awareness of equality and disability issues. | Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings. Audits completed annually and shared with Governors Diabetes, Tracheotomy, Epilepsy Training Annually Awareness of visual impairment issues Specific care plans cater for all needs Epipen Training for allergies | Clerk to Governors to add to list of required publication details. Discuss perception of issues with stakeholders to determine the current status of school. Provide training for governors, staff, pupils and parents relating to all pupils | Adherence to current legislation. All stakeholders aware of responsibilities. Staff have awareness of specific disabilities and care required through care plans. All areas school made accessible to all | Annually during Autumn Term | A more inclusive school/environment |
| Classrooms (both within and outside of school e.g. forestry) are optimally organised to promote | All children access all lessons Forest School Training | Review the layout and resources used to ensure optimal inclusion | Children work independently in different environments | July 2019 | Increase access to National Curriculum |



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| <p>the participation and independence of all pupils</p> | | | | | |
| <p>Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils including access to out of school activities, trips and residential.</p> | <p>Policy reviewed and updated. All children within school have had their needs met. Children access all areas of the curriculum including extra-curricular activities. Current curriculum analysed to ensure children are educated in equality differences. Introduction of the Equality Act books to teach issues ½ termly.</p> | <p>Review policies with staff and governors. Analyse impact of equality act lessons on children. (1/2 termly) Review curriculum (RE and PSHE)</p> | <p>Policies reflect adherence to current legislation. Equal opportunities for all. The content of the curriculum will cover equality in cultures, religion and disabilities.</p> | <p>Annual Review</p> | <p>Teachers confident all children have full access to the curriculum. Increase access to all.</p> |
| <p>To ensure all learners make expected or better than expected progress.</p> | <p>Set challenging targets. Provision map in places Intervention log</p> | <p>Review delivery of teaching styles. Progress monitored for effectiveness. Monitor expectations of all children.</p> | <p>Children will have access to high quality teaching.</p> | <p>By end of Spring Term.</p> | <p>Increase in teacher confidence when supporting children</p> |



| Targets | Current Good Practice | Actions | Outcome | Timeframe | Goals Achieved |
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| Physical Environment | | | | | |
| Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all. | <p>SEN staff audit accessibility of school buildings and grounds.</p> <p>Governors Health and Safety Committee to check accessibility and then produce an Action Plan based on the findings.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps (KS2) • Corridor width • Disabled parking bays <p>Library shelves at wheelchair-accessible height</p> | <p>Action Plan created</p> <p>Accessibility audit</p> <p>Disabled Toilet required</p> | Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all. | <p>Autumn 2019</p> <p>Autumn 2019</p> <p>September 2019</p> | All areas of the school are fully accessed by all |



| Targets | Current Good Practice | Actions | Outcome | Timeframe | Goals Achieved |
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| Curriculum | | | | | |
| Classrooms and curriculum are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike. | <p>Ongoing training for all staff on different aspects of SEN and disabilities</p> <p>All out-of-school activities are planned to ensure the participation of the whole range of pupils.</p> <p>Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for</p> | <p>Review the needs of children with specific issues, provide all relevant training.</p> <p>Reinforce inclusive expectations within classrooms</p> <p>Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example Visual computer aids.</p> <p>Curriculum resources to include examples of people with disabilities.</p> | All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. | Ongoing | <p>Curriculum is fully accessible to all</p> <p>All pupils making relative progress</p> |



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| | <p>pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | | | | |
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| Targets | Current Good Practice | Actions | Outcome | Timeframe | Goals Achieved |
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| Written/Other Information | | | | | |
| <p>Improve the delivery of information to pupils and parents with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Pictorial or symbolic representations <p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats</p> | <p>Look to offer a wider range of communication methods e.g. PECS or Makaton</p> | <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>The school will be able to provide written information in different formats when required for individual purposes</p> | <p>Ongoing</p> | <p>Improvement of delivery of information to parents</p> |



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| | Availability of other written material in alternative formats also. | | | | |
| Availability of written material in alternative languages. | Use of translators for parents where required Tracking of EAL children using NASSEA guidance | The school will use information and translations provided by the EAL Team for key information for EAL families | School information will be available for all. | Termly | |

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