

# **Redhill Primary School**

## **Accessibility Policy**

Signed

A handwritten signature in blue ink, appearing to read 'A. Jenkins'.

**Mr Adrian Jenkins, Chair of Governors**



Redhill Primary has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

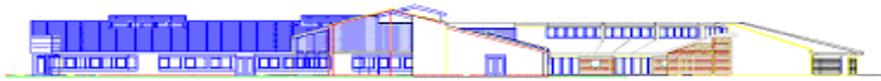
Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

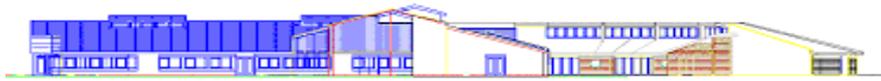
The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

### **ACTION PLAN**

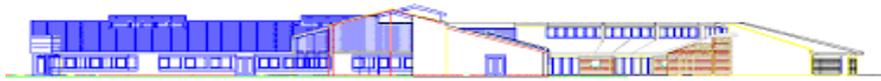
<u><b>AREA TO BE ADDRESSED</b></u>	<u><b>RESPONSIBILITY OF</b></u>	<u><b>PRIORITY</b></u>	<u><b>COMPLETION DATE</b></u>
<b>Policy Planning</b> The school will ensure that; <ul style="list-style-type: none"> <li>• Questions to assess equality impact and related targets will be built into school development planning</li> <li>• Policy evaluations and auditing tools (e.g. Learning for All) will be used to identify specific targets for action on equality issues</li> <li>• Equality monitoring data is used to monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils</li> <li>• Ethnic monitoring data on admissions, attendance, exclusions, sanctions and rewards, participation in educational visits and other extra-curricular activities will be used to inform planning and decision making</li> </ul>	Headteacher	Medium	Ongoing
	Headteacher	Medium	Ongoing
	Headteacher/assessment co-ordinator/SENCO	High	Ongoing
	Headteacher	Medium	Ongoing



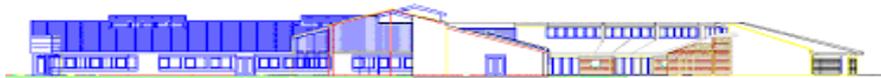
<p><b>Admissions and attendance</b> (This complements the admissions and attendance policies) The school will ensure that;</p> <ul style="list-style-type: none"> <li>• Admissions policy and criteria do not disadvantage any groups of pupils and that action will be taken to remove any inequalities that are identified</li> <li>• Comprehensive information about the pupils' ethnicity, first language and religion will be included in all admission forms</li> <li>• The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils</li> <li>• Staff who follow up absence are aware of and sensitive to relevant community issues</li> <li>• Provision will be made for leave of absence for religious observance and this includes staff as well as pupils</li> <li>• Provision will be made for pupils on extended leave to cover missed work</li> </ul>	<p>Headteacher/Governors</p> <p>Headteacher/Governors</p> <p>Local education authority</p> <p>Admin staff</p> <p>Headteacher/Governors</p> <p>Teaching staff</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b>Attainment, progress and assessment</b> (This complements the Teaching &amp; Learning policy) The school;</p> <ul style="list-style-type: none"> <li>• Will ensure that pupil attainment and progress will be monitored by vulnerable groups of pupils to identify trends and patterns of underachievement</li> <li>• Will take action to remove any disparities in performance between different groups of pupils</li> <li>• Will monitor assessments to ensure that they are, as far as possible, free of cultural or linguistic bias</li> <li>• Will ensure that pupils are appropriately supported in assessments and that</li> </ul>	<p>Teaching staff</p> <p>Teaching staff</p> <p>Assessment co-ordinator</p> <p>Headteacher/SENCO</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



<p>particular attention will be paid to identifying and meeting any support needs for groups that are particularly disadvantaged (e.g. travellers, refugees, asylum seekers, pupils for whom English is an additional language, children who receive Free School Meals)</p>			
<p><b>Behaviour, discipline and exclusions</b>          (This complements the behaviour policy)          The school will;</p> <ul style="list-style-type: none"> <li>• Monitor exclusions by ethnicity, gender, disability.</li> <li>• Take appropriate action to remove any disparities in rates of exclusion between pupils from different equality groups</li> <li>• Recognise and take into account that cultural, disability background may affect behaviour</li> </ul>	<p>Headteacher/LA</p> <p>Headteacher</p> <p>Headteacher</p>	<p>High</p> <p>High</p> <p>High</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b>Curriculum</b>          The school will ensure that;</p> <ul style="list-style-type: none"> <li>• The curriculum is planned to incorporate the principles of equality, challenging and promote positive attitudes towards diversity</li> <li>• All pupils have access to the curriculum</li> <li>• Resources and displays portray positive images of different groups of people and cultures</li> <li>• Extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture, gender, disability and socio-economic</li> </ul>	<p>Headteacher/teaching staff</p>	<p>High</p>	<p>Ongoing</p>

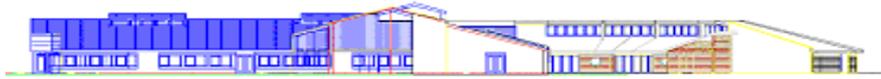


<p><b>Staff recruitment and professional development</b> The school will ensure that;</p> <ul style="list-style-type: none"> <li>• All staff are encouraged to develop and work towards achieving their full potential</li> <li>• It has procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on equality grounds.</li> <li>• All those involved in recruitment and selection will be trained and aware of what they should do to avoid any discrimination</li> <li>• Applications for posts will be monitored by ethnicity and that the information will be supplied to the LEA on an annual basis</li> <li>• Professional development opportunities and promotions will be monitored by ethnicity.</li> </ul> <p>Breaches of this policy by staff or Governors will be dealt with in accordance with the schools discipline and grievance procedures</p>	<p>Headteacher</p> <p>Headteacher/Governors</p> <p>Headteacher/Governors</p> <p>Admin staff</p> <p>Local Authority</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b>Partnerships with parents and the wider community</b> The school will ensure that;</p> <ul style="list-style-type: none"> <li>• All parents are encouraged to participate at all levels in the full life of the school and steps are taken to encourage the involvement of under-represented groups</li> <li>• Information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate</li> <li>• All parent's views are consulted with regards to how best to cater for individual needs.</li> <li>• All children's views are consulted with regards to how best to cater for individual needs.</li> </ul>	<p>Headteacher</p> <p>Headteacher/Local Authority</p>	<p>Medium</p> <p>Medium</p>	<p>Ongoing</p> <p>Ongoing</p>



<p><b>To keep the governing body informed of the implications of the exemption for schools from the Auxilliary Aids Duty.</b></p> <p>The school will ensure</p> <ul style="list-style-type: none"> <li>• That reports are made to the governors on any changes following the consultation.</li> <li>• Considerations are made to the impact the requirement of schools to fund aids and services will have.</li> </ul>	Headteacher/SENCO	Medium	Sept 2012
<p><b>To continue to support all staff in school on the clear definition of SEN and Disability.</b></p> <ul style="list-style-type: none"> <li>• Update separate DES policy termly to ensure it details all pupils, staff and stakeholders that have a disability and the provision put in place to support.</li> <li>• School to be aware of any persons who have a legal disability so reasonable adjustments can be made to avoid discrimination.</li> <li>• Meet at least annually with pupils, staff, stakeholders of the school who have a legal disability to review systems and procedures.</li> </ul>	Headteacher SENCo Business Manager (H&S)	High	Ongoing

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>Staff training</b>						
1.						
2.						
<b>Teaching and learning</b>						
1.						
2.						



**School estate – minor capital expense**

1.						
2.						

**School estate – major capital expense**

1.						
2.						

This accessibility plan and the outcomes will be evaluated *regularly* to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

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