

Single Equality and Accessibility Plan

2023+ Plan



Action	Responsibility	Review	Notes/Actions
To seek funding opportunities to provide all-weather access (wheelchair and/or restricted mobility access) to SEND Cabin, Lunchtime Club and Sports Field.	SENDCo SBM	Funding bids and any future funding successes reported to Governors by SENDCo (termly report) and shared with other stakeholders via the School Newsletter.	Appropriate funding streams to be identified as 'streams' are released.
SEND governors to continue to undertake regular random sampling of school policies to consider acknowledgement of the Equality Act	SEND governors	'Random' policies to be reviewed; feedback to be provided to 'originator of the Policy' to make necessary changes. Policies reviewed as part of the school's Policy Review Schedule (by designated reviewers) with consideration of the Equality Act	Continuing review of policies
To promote and take part in inclusive PE events	PE Coordinator SENDCo DHT	To ensure that identified pupils have access to the designated competitions. To recognise and celebrate both participation and achievement through Assemblies, Newsletters and Displays.	To ensure that appropriate funding is allocated to registration in Inclusive Sports events (registration fees, sporting kits and staff release).
To ensure all pupils can engage with physical activity through the use of inclusive sports equipment	DHT SENDCo Sports teacher	Learning Walks and 'drop ins'. Pupil voice.	Planned sessions throughout the week. Link with Leics Disability Sports
To celebrate cultural events in the lives of our pupils and their families.	RE Coordinator EAL Coordinator and EAL Mentor	To 'publicise' a Festivals Calendar within school'. To more effectively promote the broad range of 'festivals and celebrations' experienced by our pupil group.	Promotion through assemblies, curriculum planning, website, Newsletters and displays.
To celebrate the school's Cultural Diversity through School Display.	Art Coordinator RE Coordinator EAL Coordinator	A 'Where in the World' display created to reflect where families 'originated from'; to celebrate a rich diversity and cultural heritage.	Display needs to be reflective of the 'current' pupil and staff group'.
To reflect upon the identified needs of learners when considering building refurbishment , and modification; to consider what might be 'best practice' and what might be priority for the	H&S Cttee Finance Governors SBM Premises Officer	To consider projects such as: <ul style="list-style-type: none"> - To purchase more ergonomically-designed 'modern' pupil furniture (chairs and tables) for optimal learning. - To install new black-out blinds to 	School Managers and Finance (+H&S) Governors to agree upon priority; on-going

stakeholder group.		<p>improve viewing of IWBs</p> <ul style="list-style-type: none"> - To further 'open up' cloakrooms areas to make more accessible and visible - To install classroom internal doors to all 5 KS1 classrooms to improve visual boundary and auditory provision 	
<p>To investigate how pupils might record their work in 'other' ways i.e. audio and speech-detecting software. To provide more opportunity for pupils to do so.</p>	<p>Computing Coordinator IT technician SENDCo</p>	<p>To ensure that 'current' methods of recording work do not prevent those with need from effectively and efficiently capturing their learning i.e. Clicker, i-pad notes, Reading pen...</p>	<p>To research in to models of 'good practice' in other settings. To increase i-pad stock to broaden school wide accessibility for use.</p>
<p>To continue to identify the needs of school staff, providing adaptations as necessary/appropriate, i.e. buff-coloured paper, voice-activated software, restricted duties and specific tasks.</p>	<p>SLT Personnel Governors</p>	<p>To ensure that staff are enabled to work effectively and efficiently acknowledging their well-being and physical health.</p>	<p>To make every reasonable adjustment, maintaining professional confidentiality.</p>
<p>To access and provide support for pupil and families who do not have EN as their first language (using Google Translate, face-to-face translator dependent upon the need...)</p>	<p>EAL Mentor SLT CT/TP</p>	<p>To enable pupils and their families to access school-home communication and school-based learning.</p>	<p>Google Translate on class i-pads already; translators to be accessed from a local network of 'known' adults</p>
<p>To provide access to Forest School T&L provision for disadvantaged and SEND pupils, as needed.</p>	<p>SENDCo PP Coordinator</p>	<p>To ensure that known pupils who find access to T&L in a 'traditional classroom' challenging have access to a learning environment where they can thrive</p>	<p>Costs will be a limiting factor; use of allocated PP and SEND funding will need to be considered.</p>