



ESPRIT Accessibility Plan 2017-2020

**Full Governing Body agree to adopt this policy September 2018 and agree
next review date of July 2019**



PRIORITY ACTIONS	ACTIONED AND MONITORED BY	TIMESCALE	RESOURCES	SUCCESS CRITERIA	EVIDENCE/MONITORING
To embed the Multi Academy Trust principles (SIP Priority) including the guiding principles within the Multi Academy Trust Equality, Diversity & Cohesion Policy & Scheme Ensure that the staff and partners are aware of current legislation and their roles and responsibilities surrounding diversity and equality					
To provide ongoing CPD/training opportunities for staff and trustees with regard to equality, diversity, cohesion, models of inclusion	Trustees/SLT/LA Inclusion Leaders	2017-2020	Time	All stakeholders have a secure understanding of equality, diversity and community cohesion policy and practice	
Formulate, agree and publish updated Equality Objectives		Ongoing – as per PDBW/T&L (Inclusion aspects) development plan timescales	Training Costs	All stakeholders to have due regard of disability in relation to children and adults, within the school community	
Disability ‘disclosure’ letters to be included in school induction packs and a register developed and maintained					
Provide CPD with regard to specific disabilities as part of ongoing CPD of staff and as needs arise		Annual Updates			
To develop staff expertise to ensure that the needs of children can be met within school, including SEMH, SLCN, Cognition and Learning, ASD, Dyslexia, Physical					
To further develop community cohesion					
To continue to further develop the curriculum to teach and learn about the needs, rights and choices of others (British Values)	SMSC/PDBW lead HSLW	2017-2020	Time	The curriculum will be enriched – children will have an improved understanding of British Values and disabilities, culture and religion.	
To provide opportunities for the Multi Academy Trust community to interact positively with people from different backgrounds including those with disabilities. School visits, assemblies, local, national and international links to be planned. (Community Cohesion co-ordinator/Prevent to be used as contact and support)		As development plan timescales	Curriculum Costs	The academy community will be engaging with people from different backgrounds	
To take part in regular, planned ‘Raising Awareness’ events to further develop awareness of: disability, culture, religion etc. as part of enhancing/developing ongoing community cohesion		Annual Updates		Positive relations will be made and maintained with community leaders and groups	

PRIORITY ACTIONS	ACTIONED AND MONITORED BY	TIMESCALE	RESOURCES	SUCCESS CRITERIA	EVIDENCE/MONITORING
To invite/involve parents with workshops in the classroom environment.				<p>Pupils will have an increased awareness will increase respect and understanding of equality, diversity and community cohesion</p> <p>Parents/carers will access workshops (with support where identified)</p> <p>Parents will be aware of teaching, learning and opportunities for children</p> <p>Parent partnerships and confidence will be strengthened</p>	
To close the gap between ALL children and those from vulnerable groups. Identified academy priority group: Pupil Premium, SEND and EAL.					
All children, regardless of vulnerability to be set aspirational targets with the expectation that children make at least strong progress from their starting point.	Trustees/SLT Teachers Inclusion Leader Teaching, Learning and Assessment Co-ordinator After School Clubs – Office staff	2017-2020 As development plan timescales Annual Updates	Resource costs	<p>Children in identified groups will make at least strong progress from their starting point</p> <p>There will be increased attendance in extra-curricular activities</p> <p>EAL pupils will have improved language</p>	
Ongoing assessment tracking to identify barriers which will be addressed/removed through personalised provision					
All vulnerable children will be invited and encouraged to attend extra-curricular activities.					
Monitor the progress and attainment of all vulnerable children, including those with disabilities – targeted discussion (including all school based professionals working with the children or representatives) and actions to form part of pupil progress meetings					
Develop sustainable provision for EAL (New to English) pupils to ensure that they develop language skills necessary to access the school environment and curriculum.					

PRIORITY ACTIONS	ACTIONED AND MONITORED BY	TIMESCALE	RESOURCES	SUCCESS CRITERIA	EVIDENCE/MONITORING
Ensure that the curriculum is personalised for individual and group needs including reasonable adjustments, reflecting religious and ethnic diversity and children's interests (see Community Cohesion, CPD and school specific accessibility sections)					
Ensure that children receive QFT and that reasonable adjustments are made to meet individual needs.	Trustees/SLT Teachers and support staff Inclusion Leaders HSLW School Council leader	2017-2020	As appropriate – human and material - Leaders/Site Staff/Contractors as commissioned /external agencies as appropriate	Monitoring shows that QFT is in place in all classes	
Access and implement the support and advice provided by external agencies to ensure that individual needs are met including, SEND, Educational Psychologists, SALT, Health (School nursing, Paediatrician, Occupational Therapy, Physiotherapy), PCSO/Police, Mental Health Services, Behaviour Support, Counselling, Substance abuse support		As development plan timescales		Multi-agency involvement is in place as identified	
Plan and develop a range of extra-curricular activities that meet the developing needs of pupils within the current cohort.		Annual Updates		There will be increased attendance in extra-curricular activities	
To ensure that the voice of all children is heard and their views/opinions are valued and used to support the strategic development of the school. (class council discussions are shared with the school council)				School council minutes link to school development planning	
To improve overall attendance to at least 97% and continue to improve punctuality/decreasing minutes late (am and pm) for all children and those from vulnerable groups.					
Monitoring of attendance of all groups and clinics implemented to support families to improve attendance – translators to be available where required	SLT Teachers and support staff Inclusion Leaders HSLW PDBW Lead Office staff EWO (where appropriate)	2017-2020	Time for attendance clinics and monitoring Practical equipment/resource for reasonable adjustments	Monitoring shows that whole school attendance is 97% or above	
Ensure that children have continued access to education where they experience long term absence due to medical needs, hospitalisation etc.		As development plan timescales		Monitoring shows that attendance of individuals is improving	
Monitoring of punctuality of all groups and clinics implemented to support families to improve punctuality – translators to be available where required		Annual Updates		Monitoring shows that there is no disparity between attendance of groups, e.g. Pupil Premium, SEN, and EAL etc. Multi-agency involvement is in place as identified	

**To ensure that the academy (indoors and outdoors) and curriculum (including extra-curricular clubs) is fully accessible for ALL children.
NORTHWOOD BROOM ACADEMY SPECIFIC**

	ACTIONED AND MONITORED BY	TIMESCALE	RESOURCES	SUCCESS CRITERIA	MONITORING NOTES
To improve access to the Secret garden and field for children with physical disabilities	Trustees/SLT Teachers and support staff Inclusion Leaders	2017-2020	As appropriate – human and material - Site Staff/Contractors as commissioned /external agencies as appropriate	All children have full access to the environment and curriculum. Children with disabilities attain in line with Age Related Expectations and/or make at least strong progress from their starting point. All reasonable adjustments and adaptations are made. There will be increased attendance in extra-curricular activities Education, Health and Care professionals have judged the environment as inclusive. Specialist equipment in place as appropriate Fire evacuations are swift and ensure the safety of identified children	
To improve emergency evacuation from the school hall for all stakeholders with physical disabilities – ramp access is required		As development plan timescales			
To develop the use of Emergency Evaluation Chairs for children with disabilities		Annual Updates			
Plan and develop a range of extra-curricular activities that meet the developing needs of pupils within the current cohort.					

	ACTIONED AND MONITORED BY	TIMESCALE	RESOURCES	SUCCESS CRITERIA	MONITORING NOTES
To ensure that the academy (indoors and outdoors) and curriculum (including extra-curricular clubs) is fully accessible for ALL children. HAMILTON ACADEMY SCHOOL SPECIFIC					
To improve access to the outdoor environment (KS1) for children with physical disabilities	Trustees/SLT Teachers and support staff Inclusion Leaders	2017-2020 As development plan timescales Annual Updates	As appropriate – human and material - Site Staff/Contractors as commissioned /external agencies as appropriate including those with specialist expertise in landscaping for those with physical disabilities.	All children, especially those with physical disabilities have full access to the environment and can access the outdoors independently (using their specialist equipment if needed). All reasonable adjustments and adaptations are made. Education, Health and Care professionals have judged the environment as inclusive. Specialist equipment in place as appropriate and having a positive impact on access, progress and attainment There will be increased attendance in extra-curricular activities	
To install further changing facilities for disabled children to ensure that there is access to changing facilities in both buildings and/or BASC.					
Plan and develop a range of extra-curricular activities that meet the developing needs of pupils within the current cohort.					
To improve access into KS1 classrooms for children with physical disabilities					

	ACTIONED AND MONITORED BY	TIMESCALE	RESOURCES	SUCCESS CRITERIA	MONITORING NOTES
To ensure that the academy (indoors and outdoors) and curriculum (including extra-curricular clubs) is fully accessible for ALL children. GROVE ACADEMY SCHOOL SPECIFIC					
To develop access to the main entrance through the installation of a push button access.	Trustees/SLT Teachers and support staff Inclusion Leaders	2017-2020 As development plan timescales Annual Updates	As appropriate – human and material - Site Staff/Contractors as commissioned/external agencies as appropriate including those with specialist expertise in landscaping for those with physical disabilities.	All children, especially those with physical disabilities have full access to the environment and can access the outdoors independently (using their specialist equipment if needed). All reasonable adjustments and adaptations are made. Education, Health and Care professionals have judged the environment as inclusive. Specialist equipment in place as appropriate and having a positive impact on access, progress and attainment	
To develop access onto the school grounds through the installation of an incline filler to remove the step up to the gate.					
To ensure adequate changing facilities are available for children with disabilities. (Location to be confirmed after discussion with external agencies and site consultants)					
To ensure that all learning environments are accessible through the purchase of height adjustable tables and specialist equipment					
To ensure access via all entrance/exit doors to the Lunch room					