

	<p align="center"><b>Policy Name</b></p> <p align="center">Accessibility plan</p>		<p align="center"><b>Date Adopted:</b></p> <p align="center"><b>By whom:</b></p> <p align="center">FGB</p>
<p align="center"><b>Date for review:</b></p> <p align="center">Jan '22</p>	<p align="center"><b>Applicable to:</b></p> <p align="center">Whole school</p>	<p align="center"><b>Staff member responsible:</b></p> <p align="center">C Barwell</p>	<p align="center"><b>Governor committee responsible:</b></p> <p align="center">FGB</p>

Middle Barton Primary School has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion Statement. Under the Equality Act 2010, you are disabled if you ‘have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.’

The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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, empathy and inclusion.

This Accessibility Plan has been drawn up in consultation with key stakeholders of the school and covers the period from January 2021 -January 2022.

The school aims, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

1. Rigorously monitor and track pupils with additional needs, including those with SEND and EAL, AGT pupils, those who receive pupil premium, in order to identify gaps between them and their peers and coordinate provision to effectively close the gaps.
2. Ensure all pupils and families who are vulnerable are supported so that their children are able to reach their potential and play an active part in all aspects of school life.
3. Increase access to school site, to ensure all stakeholders can access outdoor areas, opportunities and events.

Attached is the Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis and new plans will be drawn up every three years.

We acknowledge that there is a need for ongoing training and raising of awareness for staff and governors in the matter of disability discrimination, in line with the SEND Code of Practice 2014 and the Equality Act 2010.

The Plan will be monitored and reviewed by the Governing Body.

Actions to achieve the equality objectives:

Objective	Actions
<p>1. Rigorously monitor and track pupils with additional needs, including those with SEND and EAL, AGT pupils, those who receive pupil premium, in order to identify gaps between them and their peers and coordinate provision to effectively close the gaps.</p>	<ul style="list-style-type: none"> <li>● SENDCo to arrange specific SEND time with HT/CTs following Pupil Progress Meetings in order to complete updated Pupil Profiles, Class Provision Maps and trackers alongside CTs.</li> <li>● Track SEND pupils on 2 trackers- measure progress based on curriculum they are working on in order to show a thorough and realistic picture of their progress</li> <li>● Use new school assessment tracker to monitor groups of pupils.</li> <li>● Regular ARC meetings (once each full term) to analyse class/school data and identify needs.</li> <li>● Provide weekly interventions and quality provision to support and challenge all pupils and meet their needs.</li> <li>● SENDCo to complete a monitoring activity per term.</li> </ul>
<p>2. Ensure all pupils and families who are vulnerable are supported so that their children are able to reach their potential and play an active part in all aspects of school life.</p>	<ul style="list-style-type: none"> <li>● Identify vulnerable families early.</li> <li>● Discuss with staff at meetings and update vulnerable register regularly.</li> <li>● Ensure we engage these families through targeted parents evenings, forums and support groups.</li> <li>● Ensure these children have access to opportunities in and out of school.</li> <li>● SENDCo to line manage and deploy HSL effectively to work with vulnerable pupils and families to ensure positive outcomes.</li> </ul>
<p>3. Increase access to school site, to ensure all stakeholders can access outdoor areas, opportunities and events.</p>	<ul style="list-style-type: none"> <li>● Ensure the new eco-site plans have safe wheelchair access so that all members of school and the community can benefit from it.</li> </ul>