

# East Farleigh Primary Accessibility Plan 2018



Every Child Matters

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution

The school plan highlighting areas which may have reference to the single equality scheme: with particular reference to race, religion, gender or disability

**Area for development:**

Accessibility Plan

**Link with Governors:** Full Governing Body

**Targeted Area:** To ensure that changes and developments within the school are given due consideration in relation to SES legislation

**Present position:**

- ♦ Physical access arrangements continue to be a difficulty based on geographical location

**Planned Position & Success Criteria:**

- ♦ Ensure that when completing listed tasks due consideration is given to the SES policy and the appropriate legislation

Items listed here are drawn from the school improvement plan and have particular reference to the single equality scheme: with particular reference to race, religion, gender or disability	2018 SP Key Tasks	Links with SES	Lead Person	Timing	INSET / Resource	Cost & Source	Monitoring	Anticipated outcome	Actual outcome / evaluation
	<p><b>Outcomes for pupils</b></p> <ul style="list-style-type: none"> <li>♦ Continue to ensure progress and attainment scores meet the agreed targets for 2018</li> <li>♦ Further analysis of those achieving greater depth</li> <li>♦ Pupil progress and provision mapping to reflect target setting for year groups and identified vulnerable groups to ensure focussed provision</li> <li>♦ As it becomes available ensure the school tracking system has the capacity to track progress across key stages and year groups</li> </ul>	<ul style="list-style-type: none"> <li>♦ Use assessment and monitoring to ensure equality of provision to all vulnerable groups</li> <li>♦ Ensure all identified vulnerable groups receive appropriate support through PPMs</li> <li>♦ Ensure data tracking software continues to allow accurate tracking of all identified groups</li> <li>♦ Review outcomes to ensure provision was reasonable and appropriate.</li> </ul>	SLT / Class teachers	To take place as part of the 2x per year LA monitoring sessions.	Release time for identified staff for preparation of documentation	3 days per new term  Staff meeting time  SLT time	HT	Consistent accelerated progress across each year group	
	<p><b>Quality of teaching, learning and assessment</b></p> <ul style="list-style-type: none"> <li>♦ To continue to review and amend marking, assessment and target setting procedures to further accommodate the demands of the new curriculum</li> <li>♦ Continue to promote reading and reading comprehension as part of ongoing staff development</li> <li>♦ SLT to regularly review teaching provision to ensure delivery across classes is consistently good with increasing instances of outstanding work as the year progresses.</li> <li>♦ Promote the use of 'learning journeys' as a teaching tool to reflect teaching throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>♦ Use assessment and monitoring to ensure equality of access to all vulnerable groups and individuals (in all curriculum areas)</li> <li>♦ Ensure outdoor activities are inclusive and take into account the physical, emotional and social needs of any specific pupils.</li> <li>♦ Ensure all staff are planning for curriculum access for all groups.</li> <li>♦ During lesson observation evaluate that planning and presentation is inclusive and considerate of additional and equality needs.</li> </ul>	<p>SLT / Class teachers</p> <p>SLT / Class teachers</p> <p>SLT / Class teachers</p>	<p>To take place as part of the 2x per year LA monitoring sessions.</p> <p>Through 4x per year PPM meetings</p> <p>Through planned curriculum development staff meetings</p>	<p>Autumn term – Formative assessment</p> <p>Teacher drop in sessions</p> <p>Middle leaders observations.</p> <p>PPMs used to identify and ensure support</p> <p>Training for provision of forest schools leader</p> <p>Revisited X2 training days</p> <p>September / February</p>	<p>Release time available for middle leaders</p> <p>6 days SLT time per year to conduct PPM meetings</p>	<p>HT SLT</p> <p>LA school improvement advisor</p> <p>Governing Body</p>	<p>Consistent accelerated progress across each year group</p> <p>Consistent accelerated progress across each year group</p> <p>A broad and well balanced curriculum with a wide range of opportunities and access for all pupils and staff</p>	

<p><b>Personal development behaviour and welfare</b></p> <ul style="list-style-type: none"> <li>♦ Succession planning for pastoral support throughout the school</li> <li>♦ Implementation of the new attendance policy</li> <li>♦ Continue to develop a variety of constructive options for the children at play and lunchtimes</li> <li>♦ Play leaders</li> <li>♦ Developing the school environment (garden, playground and unstructured activity times. (additionally forest Schools)</li> <li>♦ Friendship / Anti bullying</li> <li>♦ Play leaders</li> </ul> <p>Pupil Voice / school council</p>	<ul style="list-style-type: none"> <li>♦ Ensure all staffing activities are inclusive and take into account the physical, emotional and social needs of any specific pupils. (including the work of current staff and planning for future employment)</li> <li>♦ Ensure all activities are inclusive of physical and learning needs when planning for all future developments</li> <li>♦ Social groups (play leaders, school council, etc.) to be inclusive of all groups within the school</li> </ul>	<p><b>SLT / Class teachers</b></p>	<p>Autumn term</p> <p>Pupil questionnaire Summer 2018</p> <p>School council bi-monthly meetings</p>	<p>Purchase of new curriculum resources (Funded through budget curriculum funding and additional PP and PE funding streams.)</p> <p>Release time for school councillors</p>	<p>See PE and PP funding stream</p>	<p>SLT HT Teaching and Learning committee</p> <p>SLT / HT / GOVs</p>	<p>A broad and well balanced curriculum with a wide range of opportunities</p> <p>Pupils with a clear understanding of school development issues</p>	
<p><b>Effectiveness of leadership and management</b></p> <ul style="list-style-type: none"> <li>♦ To be an outward looking school. Broadening horizons and working <b>with</b>, and BEYOND the scope of the current school collaboration.</li> <li>♦ Continue to foster staff development, ensuring that new members of the SLT broaden and develop their leadership and management skills</li> <li>♦ To consolidate the range and depth of skills across the whole staff, developing both leadership and teaching skills across the school ensuring appropriate succession planning and flexibility to accommodate variations in staffing.</li> <li>♦ Further develop governance within the school working towards longer term objectives for the school and succession planning for the governing body</li> <li>♦ Facilitate the development of physical resources within the school including the provision of a new meeting room and the further development of the school garden environment</li> </ul>	<ul style="list-style-type: none"> <li>♦ Report fully and regularly to governors through HT report and take account of individual comments and requests</li> <li>♦ Ensure monitoring and assessments are inclusive and take into account the physical, emotional and social needs of any specific pupils and staff needs.</li> <li>♦ Try to ensure all parents are able to access information through a variety of platforms</li> <li>♦ Monitoring to ensure equality of opportunity amongst those eligible.</li> <li>♦ See below with regard to the limited development of physical resources and access.</li> </ul>	<p><b>SLT / GOVs</b></p> <p><b>SLT</b></p> <p><b>HT</b></p> <p><b>HT / GOVs</b></p>	<p>Govs attend 4x per year data monitoring</p> <p>Data training autumn 17 and spring 18</p> <p>See Teaching and learning, FGB and strategy meeting cycle.</p> <p>Sports funding reported to FGBs</p>	<p>Assessment training courses for designated staff – as identified</p> <p>Provision of meetings with premier sports to ensure appropriate sports provision and training.</p>	<p>Sports funding</p> <p>PP funding</p>	<p>Governors</p> <p>LA school improvement advisor</p> <p>GB Teaching and Learning</p>	<p>Fully informed and engaged governing body</p> <p>Accurate data monitored by LA school improvement advisor</p> <p>Increased staff awareness and training with regard to the provision of PE for all ages and abilities.</p>	

<b>Effectiveness of the Early Years</b> <ul style="list-style-type: none"> <li>Expand capacity for EYFS teaching within the school</li> <li>Ensure new and established EYFS staff receive suitable and timely training.</li> <li>Develop further skills and use of tapestry amongst parents.</li> </ul>	<ul style="list-style-type: none"> <li>Give attention during new intake and initial assessments to ensure all</li> <li>Ensure all new parents have appropriate access to all documentation and records.</li> </ul>	<b>EYFS Staff / SLT</b>	Autumn Term and Spring Term	Purchase of new curriculum resources (Funded through budget curriculum funding and additional PP and PE funding streams.)	School budget	SLT / Governors	A broad and well balanced curriculum with a wide range of opportunities	
<ul style="list-style-type: none"> <li><b>Disabled access: continue to review accessibility in relation to legislation and what is practical within the scope of the site / finances</b></li> </ul>	<ul style="list-style-type: none"> <li>All improvements and repairs to account of the appropriate legislation</li> </ul>	<b>SLT / H&amp;S gov</b>	To be considered as part of each individual project.	Follow recommendations of conditions survey /	unknown	Resources Team	To comply with disability regulations as appropriate and affordable	
<b>Further exploit the use of the school website and a point of contact and source of information (Parentmail)</b>	Accessibility plan published to website	<b>HT/ SMT / Govs</b>	Continue to upgrade wordpress website	Additional admin time for administration and maintenance of website	NA	HT	Improving accessibility and information for parents and visitors	
<b>Investors in people award – upgrade from 2015</b>	To review staffing policy and attitudes and values around the school	<b>SLT</b>	2018	Release time to cover interviews	Cost £1700 approx	GOVS / SMT	Added value to parents / staff and governors Demonstration of competence	
<b>Continue to update and review assessment and monitoring procedures in terms of recording and reporting progress to parents</b>	Use assessment and monitoring to ensure Equality in vulnerable groups	<b>HT</b>	To take place as part of the 6x per year LA monitoring sessions	Continued implementation of revised pupil asset software.	DH and AH access time	SLT	Ensure a monitoring system that identifies and supports curriculum and learning support provision throughout the school	
<b>Further monitoring of provision to AEN and vulnerable groups. Review of vulnerable groups in relation to provision mapping. See data analysis.</b>	Use assessment and monitoring to ensure Equality in vulnerable groups	<b>SLT</b>	Through 4x per year PPM	AS appropriate suitable training for DH	Courses + supply rate iro £180	SLT / Govs	Ensure that all pupils with AEN receive appropriate support	
<b>Continue to implement programmes to improve curriculum access in specifically identified pupil groups. (both physical and academic curriculum)</b>	Use assessment and monitoring to ensure Equality in vulnerable groups	<b>SLT</b>	To take pace with Y6 during spring 18	Year 6 teacher to provide tailored provision for TA to administer.	Redeployed TAs	SLT / Middle Leaders	Potential improvement over time in identified groups performance	
<b>Continue to use gap analysis and pupil data and pupil tracking meetings to monitor standards and modify teaching and support identified groups accordingly.</b>	Use assessment and monitoring to ensure Equality in vulnerable groups	<b>SLT</b>	X3 per year	SLT Access time.		SLT / Middle Leaders	Ensure a monitoring system that identifies and supports curriculum and learning support provision throughout the school	
<b>To use the school council (pupil voice) in both strategic development and learning to</b>	Ensure school council voice is heard and consideration given to requests	<b>HD</b>	Bi- monthly	As appropriate	HD access time.	Govs	Clear and understood involvement of the school council in the	

suggest child centred approaches to learning.							wider running of the school. Demonstrating "Pupil Voice"	
Continually review data analysis tools to compliment and support intervention programmes with both vulnerable groups and the more able children	Use assessment and monitoring to ensure Equality in vulnerable groups	HT / Govs / SLT	As part of the LA termly monitoring process	PS and RH deputy head release time	RB (consultant to support ½ day Supply rates)	AEN Gov / Curr Comm / VE	Clearly defined AEN / Vulnerable groups who can receive targeted support	
Further develop support for vulnerable groups through the completion of both provision mapping and the revision of IEPs	Use assessment and monitoring to ensure Equality in vulnerable groups	DH	X4 per year – following "new terms"	DH non-teaching time	DA + support staff cover	HT	Clearly defined AEN / Vulnerable groups who can receive targeted support. Allocation of limited resources in the appropriate places	See notes from PPMs
Continue parental and pupil questionnaire process	Take account of individual comments and requests	HT	1x per year	Possibly according to findings (unknown as yet)	(unknown as yet)	Govs	To demonstrate communication with and account of pupil and parent voice	