

Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Generic Action Points				
<p>1. Teacher's planning will provide opportunities for all pupils to take part and achieve.</p> <p>2. Teachers will use the All Stars Succeed 'High Five' strategy.</p>	SLT	Time	On-going	<p>All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy!</p> <p>Plans identify vulnerable groups of children with specific provision clear to meet needs of all pupils.</p> <p>The All Stars Succeed 'High Five' strategy is well implemented across school.</p>
2. Tracking analysis identifies groups and monitors progress for parity with school averages	HA/SR	Time	Termly	All children make appropriate progress. Evidence of 'closing the gap' in attainment and progress.
3. Monitor attendance data to ensure that trends do not indicate any group is attending less than any other.	VP/ MMV and office staff LGB	Time	Termly	All children will regularly attend school and be on time.
4. Monitor rewards given to ensure that there is equality of opportunity for all children	SR/VP	Time	Termly	All children will have equal opportunity to attain rewards for behaviour and performance

5. Monitor sanctions given to ensure that there is equality of opportunity for all children	VP/SR		Termly	Staff use sanctions appropriately as outlined in our Behaviour policy and no group is adversely targeted.
6. Monitor staff recruitment and retention procedures to ensure equality of opportunity for all	Principal and Governing Body		Annually	All applicants have an equal opportunity regarding employment into the school
7. Monitor promotion procedures to ensure equality of opportunity for all	Principal and Governing Body		Annually	All applicants have an equal opportunity regarding promotion within the school
8. Monitor staff disciplinary, grievance and competency procedures to ensure an equal process for all	Principal and Governing Body		Annually	All staff receive an equal process regarding sanctions within the school
9. Monitor staff exit surveys to ascertain any equal opportunities issues	Principal and Governing Body		Termly	Any equal opportunities issues will be identified and addressed appropriately
Disability Action Points				
Access needs when joining school and how they would like to receive information				Visits organized prior to joining to ensure needs can be met. Multiple transition visits held- if required. Supporting Pupils with Medical Needs Policy adhered to.

2. Consider all adult needs individually e.g. poor eyesight, poor literacy skills and respond appropriately.	SR/VP LGB		On-going	Parents with individual needs are sensitively assisted and met
3. Continue liaison with feeder schools/pre-schools	SR/SLT Class teachers		Liaison meetings ongoing IPA meeting for children at point of transition	Staff have knowledge about every child's individual needs before start date. Additional transition visits held – if required. Appropriate, differentiated provision offered where appropriate.
4. List of children who have special dietary needs.	VP/FQ SLT School meals staff/office staff		Termly	Children with special dietary needs enjoy eating school food. Children are given alternatives when their needs cannot be met due to dietary needs.
5. List of children who have special medical or toileting needs.	VP/FQ		Termly	Children with medical or toileting needs have provision in place so that their needs are fully met.
6. Ensure that all school visits are made accessible to all pupils.	VP/SR		On-going	All children will be able to access <u>all</u> Educational visits.
7. Provide information about the school site and facilities available	ICT manager. Office staff		On-going on website and in leaflet to all visitors	Visitors can access information via websites or through any communication with school.

Maintain the lift and disabled refuge points	Business Manager	Maintenance Budget: via Eric Wrights Property Management Company	weekly	Physical accessibility of the internal school building for pupils, staff or visitors with wheelchair use or a mobility impairment.
Check and maintain the lowered pavements at the front of the school to allow wheelchair access to the pavement	Business Manager		Weekly	Physical and safe accessibility of the external building for users of wheelchairs.
Maintain safe access for visually impaired people	Business manager/ Site Supervisor			Yellow paint on pavement edges and raised step edges regularly maintained Ensure exterior lighting is working with regular spot checks.
Ensure all disabled people can be safely evacuated in the event of an emergency	Business manager/ SENDCO/ Teaching staff	Time Updated PEEPS and Evacuation Plans shared with staff on a regular basis	Ongoing	a) Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the emergency evacuation procedures and individual PEEPS.
Ensure pupils with hearing impediments can access learning fully	SENDCO/Principal	Teachers from the Hearing Impairment Team	Ongoing	Take advice on appropriate equipment and install a hearing loop if this becomes necessary

Ensure the changing facilities for children with toileting issues are well kept and appropriate.	Business Manger SENDCO SLT	School nurse	On going	Children with these needs are given the right environment for intimate care to take place.
Gender Action Points				
1. Challenge stereotyping of gender roles in society	SLT and All staff		On-going	Children aware that roles in society are not gender specific
2. Adult language to challenge gender stereotypes	SLT and All staff		On-going	Formal and informal staff conversations show respect for equal gender opportunities
3. Equal opportunities in the curriculum for boy/girl participation	SLT and Teachers and LC's		On-going	Boys and girls equally engaged in a range of activities
4. Out of school activities to promote idea that anyone can participate regardless of gender	Principal Assistant Principals All staff		Ongoing	A range of activities which are equally appealing to boys and girls
Race Action Points				
1. Ensure that we ask for all child/parent/carer/staff language needs when joining school and how they would like to receive information	SM All staff when receiving new children. Office staff/teachers during home visit		When joining school as a pupil/parent/carer or staff member.	Language needs of all attending, working and visiting will be met.
2. Staff aware of racial incidents forms	SM All staff		Ongoing	Racial incidents successfully identified and acted upon

3. Monitor curriculum to ensure resources chosen to celebrate cultural diversity	HA/SR		Termly	All subjects have intercultural elements
4. Raise awareness of cultural diversity through visits and visitors as appropriate	HA/SR		Ongoing	Children have a balance of experiences which reflect the diversity of our society
Other equality issues				
1. Create opportunities for children in the school to share their faiths and beliefs at an appropriate level	HA		Ongoing	Children understand that children have different faiths and beliefs and this diversity is celebrated at The Olive School
2. Build in opportunities to explore practices and celebration of different faiths and cultures	HA		Ongoing	Children can talk about relevant key festivals and practices of different faiths and cultures
3. Monitor curriculum to ensure resources chosen to celebrate different lifestyles.	HA		On-going	Curriculum and classroom opportunities value children with different lifestyles.