



Equality Access Plan

Calcot Infants and Junior Schools

1. Document Control

Adopted / Adopted and Adapted / Schools own: **School's own**

Review period: **2 years**

Responsible committee: **Curriculum**

Statutory: **No**

Required on website: **Yes**

Ratified by committee: **July 2023**

Review due: **July 2025**

Chair of Governors' signature: **Mrs Julia Kidd**

2. Change History

Version	Date	Amendment or No Change
1	2014 September	No changes
2	2016 October	Amended
3	2019 February	Amended
4	2021 June	Amended
5	2023 July	No changes

3. Website History

Version	Date on website
5	2023 July

Access To The Curriculum

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>Monitoring</u>
<p>Create effective learning environments in both schools that benefit all pupils.</p> <p>To create appropriate environments and make any necessary changes to allow disabled and disadvantaged pupils to access all resources with ease</p> <p>Availability of documents in alternative formats.</p> <p>Staff to be aware of and recognise a range of disabilities that impact on children's progress and respond appropriately.</p> <p>Staff to be trained in how Equal Opportunities can be compromised.</p>	<p>1.Ensure all classrooms and resources are organised to meet pupil need.</p> <p>2. Ongoing programme of staff training in disability awareness including, ASD and Dyspraxia.</p> <p>3) Review all displays to ensure they are clear and accessible to all pupils. Check that all classrooms have been organised to meet needs of SEN pupils, e.g. visual timetables, check height of displays, appropriateness of learning prompts etc.</p> <p>4) Ensure varying formats are used for information for pupils. Including Coloured paper and large print. e formats available on request Investigate audio formats if / as required. Monitor uptake of documents in alternative formats / languages Homework information available as information sheets in alternative formats as appropriate.</p>	<p>Ongoing throughout the year according to the changing needs of the pupils. Budget requirements built into ICT, Buildings and Curriculum</p> <p>Training built into programme to be delivered for all TAs and teaching staff in precision teaching and working with autism</p> <p>Ongoing – through learning walks – feedback and review</p>	<p>Purchase of required resources for pupils</p> <p>Access to laptops</p> <p>Siting of hearing/visual impaired pupils in the room. Look at progression of pupil through the school.</p> <p>Will new furniture need to be purchased when they move to next year group? Build any needs into budget</p> <p>Support from EAL services for translation of letters. Consider clarity of fonts, spacing, background colour etc Coloured paper All parents to be regularly informed of updated web page.</p>	<p>Emma Kirkby (Inclusion Manager) undertake learning walk to identify consistency and areas for further work in our development of SEN friendly classrooms</p> <p>HT and SENCo to monitor provision and accessibility of classrooms and facilities for all pupils</p> <p>Teachers and offices staff.</p> <p>Governor responsible for oversight of SEN/Equal Opportunities to liaise with Inclusion Manager and report to the Governing Body</p>

Access to the Extended Curriculum

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>Monitoring</u>	
Increase participation in all school activities for disabled and disadvantaged pupils.	1) Audit participation of disabled and disadvantaged pupils in extra-curricular and peripatetic music activities. Identify any barriers to be overcome.	Audit of activities in terms of attendance, range and appropriateness Ongoing	Funding for two free pupil places at After School Clubs	Emma Kirkby	
	2) Ensure all after school activities are accessible to all students.	Immediate – consider accessibility and issues to be overcome when establishing club. Site of room, proximity to toilet facilities, necessity for extra adult to be present	System for checking applications for clubs. Positive discrimination if required, in line with new requirements of Equality Act 2010	Headteacher and SENCo	
	3). Consider range of pupils when booking educational visits – both day and the Year 6 residential. Ensure risk assessments are detailed and appropriate and that early consultation with parents/ carers for residential trips is a priority	New DA toilet in building provision			Headteacher
	4). Investigate alternative funding streams to facilitate attendance on weekend residential by disadvantaged and disabled pupils	Immediate and ongoing	Local charities		Headteacher
	5) Ensure funding of free places at Breakfast and After School Club Facilities for disadvantaged pupils and families in short term need	Immediate and ongoing	Funded by Breakfast and After School Club profit margins		Headteacher

Access To The School Buildings and Grounds

Target	Tasks	Timescale	Resources	Monitoring	
Evaluate site access to meet diverse needs of pupils, staff, parents and community users.	1) Review all evacuation plans to ensure that all needs are met in emergency and no child/ren or adults safety is compromised	Current and ongoing	Met in house. SBM to undertake with support from HT	Headteacher and Chair of Health and Safety Governors	
	2) Review and adapt Critical Incident Planning in both schools to ensure consistency and safety for disabled pupils	Current and reviewed yearly or when a new pupil is admitted whose needs are not met by the current plan	Met in house. SBM to undertake with support from HT	Headteacher and Chair of Health and Safety Governors	
	3) Review and improve signage of evacuation procedures, internet safety, fire drill etc Review new signage in all rooms in both schools	Ongoing. Money allocated for any new signage that might be required to meet needs of any new pupils. E.g Braille for visually impaired			Chair of Buildings and H and S Committee
	4) Ensure easy access to Infant School for parents or children with disabilities	Immediate – permits given to parents who need to drive their child on site at peak times		None required	Site manager/Headteacher

Review Policies and Planning

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>Monitoring</u>
Ensure all policies consider the implications of the Equality Act 2010 including disabled pupils and staff	Review, adapt and evaluate Behaviour Policy Class Rules Bullying Policy Educational Visits Homework Health Provision	Ongoing	Photocopying, allocated governor time, staff meetings	Headteacher and Chair of Governors
	Involve School Council in reviews – build into the SC's agenda		School council time	Headteacher
Increase awareness of disabilities and how they may affect people in our school and community	Review content of PSHE lessons and adapt as appropriate in line with new curriculum	Immediate and ongoing	Staff meetings	Headteacher
	Ensure assemblies raise awareness of all pupils to the differing needs of others	Ongoing		Class teachers and headteacher
	All pupils to find out about the Paralympics. Invictus sports etc			