



HOLY TRINITY C of E PRIMARY SCHOOL

Benner Lane, West End, Woking, Surrey, GU24 9JQ

Executive Head: Mr J Hills

ACCESSIBILITY PLAN (Appendix E)

Policy Type:	<i>Statutory</i>
Policy Origin:	
Reference document:	
Approved by:	<i>LAB</i>
Last Reviewed:	<i>Spring 2023</i>
LAB Accepted:	<i>29th March 2023</i>
Next Review:	<i>Spring 2024</i>
Summary of Changes:	

Characteristic	Priority	Outcome	Actions to achieve and timescale	Lead	Resources
	To ensure that all of our policies meet Equality and Diversity Impact Assessment (EDIA) process and developed and improved upon on an ongoing basis	Policies meet EDIA	ongoing	Governors	
	To ensure that our Single Equality Scheme is reviewed annually and a report published	Report Published Annually	Governors monitor the action plan Autumn on-going	SLT / Governors	
	To ensure that our Single Equality Scheme is fully revised every three years	Single Equality Scheme & Action Plan reviewed, updated and published	Autumn 2022 on-going	Governors	
Gender Equality	To continue to strengthen monitoring and feedback systems in relation to gender equality. Strengthen analysis of information and processes for reporting on monitoring and feedback.	Improved monitoring and feedback systems to give more focused and robust analysis of gender in relation to performance.	Further analysis made of statistical information from end of KS assessment and termly progress meetings Reported to Govs/TAMAT Also look at participation in sport LE	SLT Assessment, EYFS, KS1 and KS2 Leaders PE Leaders	SLT time Inclusion Leader time C&L Committee
Gender Equality	Conducting EDIA on new and existing policies and major service changes in line with legislation	All new policies appropriately impact assessed for gender equality. Rolling programme in place to undertake impact assessments on existing policies and with a process for review	Policies reviewed & updated in line with the Gender Equality Legislation.	SLT	SLT time Staff meeting time Govs. Committee meeting time
Gender Equality	Flexible working patterns	Ensuring every employee will be given the opportunity, where possible and subject to service needs, to work in a flexible manner. Flexible	All applicable policies e.g Leave of Absence; Recruitment and Retention monitored and reviewed & staff informed.	Deputy / Admin (SE)	

Characteristic	Priority	Outcome	Actions to achieve and timescale	Lead	Resources
		working will be open to males and females alike.			
Gender Equality	Reducing the educational attainment gap between boys and girls.	Use findings of statutory assessments and Pupil Progress tracking to reduce attainment gap between boys and girls	Clear understanding of gender issues and actions in place and analysed termly from PP for attainment report to LAB	SLT Inclusion Leader	
Gender Equality	Future Questionnaires to parents include reference to Gender Equality issues	Stakeholders views taken into account to implement future School Development Plans	Parental questionnaire established & results analysed annually	SLT/Gov	
Gender Equality	Ensure procurement addresses gender equality issues	External organisations providing services (e.g catering service) to the school are aware of their responsibility as a result of the duty	Liaison between school & service providers on-going. Annual check by Governors	Admin	Resources committee
Gender Equality	The school maintains regular proactive consultation with its stakeholders	HTSA aware of new legislation & their policies and procedures reviewed accordingly	HT monitors HTSA provision to ensure it complies with updated Gender Equality Legislation.	HT	
Gender Equality	All staff have received regular training to deal effectively with racist and homophobic incidents, harassment and bullying	Racist and homophobic incidents are recorded on CPOMS and responses are monitored for their effectiveness	Staff audit New staff induction Re-visit to raise ALL staff awareness & log kept updated	HT/SLT	
Racial Equality	Governors and SLT monitor and have an action plan (if required) for recruiting, selecting and retaining people from under-represented minority ethnic and social class groups, or people with disabilities at all levels in the school	LAB identifies whether teaching & non-teaching staff fairly represent the demographic profile of the local community &/or national population	LAB audit composition of staff annually & recruit as appropriate. Autumn on-going	SLT/ LAB	

Characteristic	Priority	Outcome	Actions to achieve and timescale	Lead	Resources
	All those involved in recruitment, selection and training have received high-quality equal opportunities employment training	Advertisements and recruitment packs illustrate that key features of equal opportunities training have been applied.	All courses attended that include reference to updated employment legislation. Gobs new to selection panels receive briefings/ attend courses	SLT/ LAB	All involved in recruitment, selection and training receive high-quality equal opportunities employment training
Racial Equality	To continue to ensure all staff have received regular training to deal effectively with racist and homophobic incidents, harassment and bullying	Racist and homophobic incidents are recorded on CPOMS and monitored for their effectiveness.	To continue to monitor CPOMS weekly. New Staff induction Staff meeting time given to update staff re: legislation Autumn on-going	SLT	All staff receive regular training to deal effectively with racist and homophobic incidents, harassment and bullying
	Governors and all staff know their responsibilities under relevant legislation	All staff & Governors aware of roles and responsibilities in regard to new legislation ~ Policies & practice	Gobs Agenda item & Staff meeting time (CTs, Admin, TAs etc) to update. New staff induction Autumn on-going	SLT	Governors and all staff know their responsibilities under relevant legislation
	Governors & SLT continue to have time for regular staff training on how to use target setting, grouping and resource allocation to ensure progression for all pupils, aimed at closing the attainment gap.	Regular monitoring of admissions identifies children with a committed training time allocated on the achievement/progress of ethnic/language minority and Traveller pupils, and other vulnerable groups	Review of priorities for SDP as necessary. Staff meeting time allocated. Links to CPD/ targets Summer on-going	Gobs / SLT	Governors & SLT have allocated adequate time for regular staff training on how to use target setting, grouping and resource allocation

Characteristic	Priority	Outcome	Actions to achieve and timescale	Lead	Resources
	To provide more opportunities for children to work with adults and children of different ethnic backgrounds	Children have practical experience of mixing with people of other backgrounds and have a positive role model.	Annual proactive outreach to visitors from different backgrounds to work in school, talk in assemblies, volunteers, etc... Staff time to look at curriculum. Links with other schools?	SLT	Time to review curriculum, assembly themes
	The Governing Body takes active steps to be representative of the local community	Governors plan for recruitment from unrepresented groups.	Maintain Link Governor	Chair of Governors	
	Governors operate a robust system for monitoring patterns of admissions, exclusions and curriculum participation	Standing item on HT Termly report for LAB.	Exclusion patterns, curriculum participation monitored termly including mobility. Within LAB agenda under HT Report - on-going	HT/SLT Admin Chair of Govs	
	Target-setting, grouping and resource allocation are used to ensure progression for all pupils, aimed at closing the attainment gap	Continue high expectations for all pupils. Tracking arrangements in place for individuals and groups, taking note of disability & diversity e.g. EAL, Traveler children etc	To monitor existing tracking arrangements to include disability and diversity. Inclusion leader reports back to C&L committee on progress of vulnerable groups each term.	SLT/ Inclusion Leader	
	New Curriculum overview actively contributes to the development of pupils' sense of identity through knowledge, understanding of diversity. Supported through work on Fundamental British Values, PSHE and Leader in Me.	Monitoring of new Curriculum over-view. RE curriculum /Acts of Worship continues to include opportunities to present a balanced view of faith communities through visits/visitors. In Citizenship pupils explore a sense of personal identity and belonging within the local, national & global dimensions.	Monitoring schedule in place – then ongoing reviews particularly for RE & PSHCE	SLT Curriculum Teams LAB	

Characteristic	Priority	Outcome	Actions to achieve and timescale	Lead	Resources
	Planning and teaching are based on high expectations & learning approaches maximize the participation and interest of all pupils.	Monitoring of Teaching and Learning indicates an appropriate match of teaching to the needs of different groups e.g. boys, girls, EAL, visually or hearing impaired pupils.	New staff induction includes briefing of class make-up. Key Stage etc... Staff meeting briefings, include raising awareness of children with diverse needs. Lesson planning takes into account diverse needs	HT/SLT LAB	
Sex and Sexual Orientation	Review PSHE scheme of work and RSE to ensure age appropriate knowledge and understanding is included.	Children will have age appropriate awareness and understanding. Using 'gay' as a derogatory word will be eliminated.	Implement RSE policy 2019 to be in line with statutory duty. Monitor behavior particularly KS2, review Behaviour policy and CPD with all staff.	SB PSHE CT Behaviour	
Accessibility	Access to learning areas for wheelchair users or those who are ambulant disabled.	Establish ramps from external access points. Ensure corridors remain free from debris blocking access (eg coats)	Review new intake every Summer or sooner if required	HT/ LAB	Cost of ramps
Accessibility	Access to curriculum for children, governors and staff with a visual impairment	Provide enlarged texts and individual laptop / iPad displaying work on IWB. Differentiate curriculum and provide additional adult support through allocation of SEND funds, employing specialist teachers (eg Braille) if necessary.	Provide for this through allocation of SEND budget, provision map and ILPs as required. iPad technology allows Touch screens to be accessible at the table. Also font size can be changed.	HT/ LAB	
Accessibility	Access to classrooms for children, governors and staff with a visual impairment	Create painted contrast walls and highlight doorways and steps	On-going decoration programme.	HT/ LAB	Caretaker time

Characteristic	Priority	Outcome	Actions to achieve and timescale	Lead	Resources
Accessibility	Access to external environment for children, governors and staff with a visual impairment	Tarmac and smooth existing pathways Create painted contrast to posts / fences Highlight steps and handrails	On-going decoration rolling program. Sooner if required	HT/ LAB	
Accessibility	Access to all areas of school and curriculum for all visitors	Ensure Disclaimer is displayed by office, explaining that visitors should declare their disability either prior to or on arrival so that we can ensure they are escorted and supported to access the school. Work with multi-professional teams to gain advice and support	Caretaker monthly H&S check and termly governor check keeps accessibility issues as an agenda item to discuss / consider.	HT/SLT Admin	
Accessibility	Access to curriculum for children, governors and staff with a hearing impairment	Ensure ceiling tiles meet acoustic standards Differentiate curriculum and provide additional adult support through allocation of SEND funds, employing specialist teachers (eg signers) if necessary.	Already provide for this through allocation of SEND budget, provision map and IEPs	HT/SLT/ Inclusion Leader LAB	

Other School Policies

We have used our existing school policies and documents to inform our Single Equality Scheme (SES) and Accessibility Plan. These include:

- School Development Plan
- Inclusion Policy
- Teaching and Learning Policy
- Personal, Social, Health Education & Citizenship Policy
- Special Educational Needs Policy
- Anti-bullying Policy and Behaviour Policy