

# St. Benet's Catholic Primary School

## Accessibility Plan: 2022 - 2025



**Headteacher:** Mr David Miller

**Chair of Governors:** Mrs Bernadette Davison

**Date:** March 2022

**Date for Review:** March 2025

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## Accessibility Plan

**‘The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.’**

***Article 4 of the United Nations Convention on the Rights of the Child.***

### Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools and must be reviewed every three years and approved by the Local Governing Committee.

At St Benet’s Catholic Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

### Aims

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below.

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**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

*Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.*

Targets	Strategies	Timescale	People with responsibility	Success Criteria
<b>Short term targets</b>				
<p><b>To establish close liaison with parents.</b></p>	<ul style="list-style-type: none"> <li>To ensure collaboration and sharing between school and families.</li> <li>To increase opportunities for families to participate in events in school.</li> <li>To increase communication between school and parents.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>HT</li> <li>SENDco</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>A clear collaborative working approach is developed.</li> <li>Participation at school events increases.</li> <li>Discussion between school and parents (for +ve and -ve reasons) increases.</li> <li>Staff confidence when dealing with difficult situations increases.</li> </ul>
<p><b>To ensure that all children can access the curriculum fully (relevant training and guidance).</b></p>	<ul style="list-style-type: none"> <li>To understand the needs of each child. When appropriate, to provide CPD for staff to ensure that the needs of all children in school are met.</li> <li>To work with and refer to other professionals e.g.: SEND Team, Educational Psychologists, ASD team, SALT team, OT team, EAL team, hospitals) to gain additional support and advice.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>HT</li> <li>SENCO</li> <li>All teachers</li> <li>Governors to monitor training received and specialised support.</li> </ul>	<ul style="list-style-type: none"> <li>Children with specific needs are supported in accessing the curriculum.</li> <li>Advice is sought when needed.</li> <li>Advice is followed and suggested strategies are evident in class planning and classroom practice.</li> </ul>
<p><b>To ensure that resources are available to meet the individual needs of pupils.</b></p>	<ul style="list-style-type: none"> <li>To ensure that class teachers are able to provide:                             <ul style="list-style-type: none"> <li>➤ A differentiated curriculum.</li> <li>➤ The use of P Scales and PIVATS to assist in</li> </ul> </li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>HT</li> <li>SENDco</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Children with specific needs are supported in accessing the curriculum where there are no barriers to learning.</li> </ul>

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	<p>developing learning opportunities for children and to support the assessment of children in different subjects.</p> <ul style="list-style-type: none"> <li>➤ A range of support staff including those trained to meet specific needs.</li> <li>➤ Multimedia activities to support learning across the curriculum.</li> <li>➤ Use of interactive IT equipment.</li> <li>➤ Specific equipment sources from outside agencies as required, e.g. hearing impaired, OT requirements.</li> </ul>			
<p><b>To establish close liaison with outside agencies for pupils with ongoing health needs, e.g. children with asthma, severe allergies, mobility issues.</b></p>	<ul style="list-style-type: none"> <li>• To ensure collaboration between all key personnel.</li> <li>• To liaise with medical professionals.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>• HT</li> <li>• SENDco</li> <li>• All teachers</li> <li>• Key support staff with medical responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear collaborative working approach is developed.</li> <li>• Class teachers and relevant support staff are fully aware of the needs of all children within their class.</li> <li>• Class teachers and relevant support staff are fully aware of the needs of new children who join their class during the academic year before the child starts or as soon as possible after their admission.</li> <li>• Procedures / equipment in place prior to the start of the academic year to ensure a smooth transition into St. Benet's Catholic Primary School.</li> <li>• Key support staff continue to receive up-to-date training to</li> </ul>

				ensure that they can meet the medical needs of all pupils
<b>In advance of children starting St Benet's, to liaise with any Nursery providers and parents of children starting our Reception or Nursery cohorts (to ensure a smooth transition) as well as any mid-year.</b>	<ul style="list-style-type: none"> <li>To identify pupils who may have needs that are additional to or different from the standard provision that is in place from September every year.</li> <li>To liaise with the prior placement and/or parents as well as reading over any reports from specialised agencies.</li> </ul>	July / September every year throughout the plan.	<ul style="list-style-type: none"> <li>HT</li> <li>SENDco</li> <li>Office staff</li> <li>All EYFS staff</li> </ul>	<ul style="list-style-type: none"> <li>All EYFS staff are fully aware of the needs of all children in the +new intake.</li> <li>Procedures / equipment in place prior to the start of the academic year to ensure a smooth transition into St. Benet's Catholic Primary School.</li> </ul>
<b>To support mental health issues.</b>	<ul style="list-style-type: none"> <li>To provide lessons around anxiety (support from the school nurse).</li> <li>To have staff who are mental health first aid trained.</li> <li>Relax Kids sessions which involve all children and parents</li> <li>Introduction of a school based counsellor with weekly timetabled sessions.</li> <li>Lessons centred around cyberbullying.</li> <li>Mindfulness</li> <li>Continuation of The Daily Mile which should support mental health agenda as well as physical.</li> <li>Intervention groups for specific children including Rainbows which supports bereavement.</li> </ul>	Ongoing throughout the current plan.	<ul style="list-style-type: none"> <li>HT</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Children with anxiety and other mental health issues have more coping strategies to deal with these needs.</li> </ul>

<p><b>To review all statutory policies to ensure that they reflect inclusive practice and procedure</b></p>	<ul style="list-style-type: none"> <li>All policies comply with the Equality Act 2010 and consider the protected characteristics.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>HT</li> <li>SENDco</li> <li>All subject leaders</li> </ul>	<ul style="list-style-type: none"> <li>All policies clearly reflect inclusive practice and procedures.</li> </ul>
<p><b>Medium term targets</b></p>				
<p><b>To closely monitor and review the attainment and progress of all pupils with identified SEN.</b></p>	<ul style="list-style-type: none"> <li>Half-termly meetings with class teachers and support staff to monitor and review the impact of interventions and identify next steps for each child/group of children.</li> <li>Termly review meetings with class teachers and the SENDco to review progress and identify next steps for SEN children.</li> <li>Parents are invited to attend and contribute to the formation of new SEN plans and EHCP reviews.</li> </ul>	<p>Half-termly</p> <p>Termly</p> <p>As appropriate</p>	<ul style="list-style-type: none"> <li>HT</li> <li>SENDco</li> <li>All teachers</li> <li>Support staff</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>Progress can be seen on class tracking sheets.</li> <li>Progress can be seen via group work and Provision Map/Support Plan annotations for all groups.</li> <li>Children make clear progress towards their identified outcomes.</li> <li>QFT children make clear progress towards their personal targets.</li> </ul>
<p><b>To promote the involvement of pupils with disabilities in all classroom activities to take account of the variety of learning styles within the class when teaching across the curriculum.</b></p>	<ul style="list-style-type: none"> <li>Within the curriculum, the school aims to produce full access to all aspects of the curriculum by providing (where appropriate): <ul style="list-style-type: none"> <li>➤ Wheelchair access.</li> <li>➤ Screen magnifier software for the visually impaired.</li> <li>➤ Features such as sticky keys and filter keys to aid disabled users in using a keyboard.</li> <li>➤ Elklan training for relevant staff.</li> <li>➤ Makaton training for relevant staff.</li> </ul> </li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>SENDco</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>A variety of learning styles and multi-sensory activities are evident in class planning and within the classroom.</li> <li>The needs of all pupils, parents and staff with disabilities are represented within the school.</li> <li>Opportunities for pupils to work with people with disabilities are evident across the school.</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Giving alternatives to enable disabled pupils to participate successfully in lessons.</li> <li>➤ Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>			
<b>To take account of the variety of learning styles within the class when teaching across the curriculum.</b>	<ul style="list-style-type: none"> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard, coloured overlays used for reading and exercise books used for writing for children with dyslexia.</li> <li>• EAL training for relevant staff.</li> <li>• SALT support for relevant children.</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons.</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> <li>• Discussing people with disabilities in PSHE lessons.</li> </ul>	Ongoing throughout the current plan.	<ul style="list-style-type: none"> <li>• SENDco</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The needs of all pupils, parents and staff with disabilities are represented within the school.</li> <li>• Opportunities for pupils to work with people with disabilities are evident across the school.</li> </ul>
<b>To monitor the attainment of more able and gifted and talented pupils.</b>	<ul style="list-style-type: none"> <li>• To update the More Able and G&amp;T policy accordingly.</li> <li>• To provide opportunities for MAT/GT pupils to be challenged and extended.</li> </ul>	Ongoing throughout the current plan.	<ul style="list-style-type: none"> <li>• HT</li> <li>• SENDco</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• MAT/G&amp;T pupils make proportionate progress to reflect their abilities and needs.</li> <li>• Class planning and classroom</li> </ul>

	<ul style="list-style-type: none"> <li>To monitor the progress made by MAT/GT children throughout school.</li> </ul>			activities demonstrate opportunities taken to extend and challenge MAT/G&T children.
<b>Long term targets</b>				
<b>To evaluate and review the short term and medium targets documented above at least annually.</b>	<ul style="list-style-type: none"> <li>To ensure the above strategies have been implemented.</li> <li>To evaluate progress and identify next steps.</li> </ul>	Annually	<ul style="list-style-type: none"> <li>HT</li> <li>SENDco</li> <li>Governors</li> </ul>	<ul style="list-style-type: none"> <li>All children in school are making at least good progress (based on their starting points).</li> <li>The additional needs of all children are fully met.</li> <li>The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children.</li> </ul>
<b>To deliver findings to the Local Governing Committee.</b>	To share information and findings during Resource Committee and Curriculum Committee meetings.	Annually	<ul style="list-style-type: none"> <li>SENDco</li> <li>SEND Governor</li> <li>Governors</li> </ul>	<ul style="list-style-type: none"> <li>All Governors are fully informed about SEN provision and the progress made by these identified children.</li> <li>All Governors are fully aware of the changes that are required to meet individual needs.</li> </ul>



**Aim 2:** To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

*Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.*

Targets	Strategies	Timescale	People with responsibility	Success Criteria
<b>Short term targets</b>				
<b>To improve the physical environment of the school.</b>	<ul style="list-style-type: none"> <li>The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments to the school grounds such as improved access, lighting, colour schemes and more accessible facilities and fittings.</li> </ul>	Ongoing throughout the current plan.	<ul style="list-style-type: none"> <li>HT</li> <li>SENDco</li> <li>Governors</li> </ul>	<ul style="list-style-type: none"> <li>The needs of all people are met, where possible.</li> <li>When this is not possible (e.g. due to the structure of the building or the amount of notice the school receives), every attempt will be made by the school to overcome any barriers that may arise.</li> </ul>
<b>To ensure that the whole school environment is visually stimulating for all children.</b>	<ul style="list-style-type: none"> <li>Colourful, lively displays are created in all classrooms.</li> <li>Communal areas including Caroline's Library and the Peace Garden are kept tidy and colourful, lively displays are produced.</li> <li>A range of resources and props are used to engage, motivate and stimulate children.</li> <li>All parts of the school are welcoming and inviting.</li> </ul>	Ongoing throughout the current plan.	<ul style="list-style-type: none"> <li>HT – display audit/monitoring</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>The whole school environment is tidy</li> <li>The whole school environment is colourful, lively, inviting and engaging.</li> </ul>

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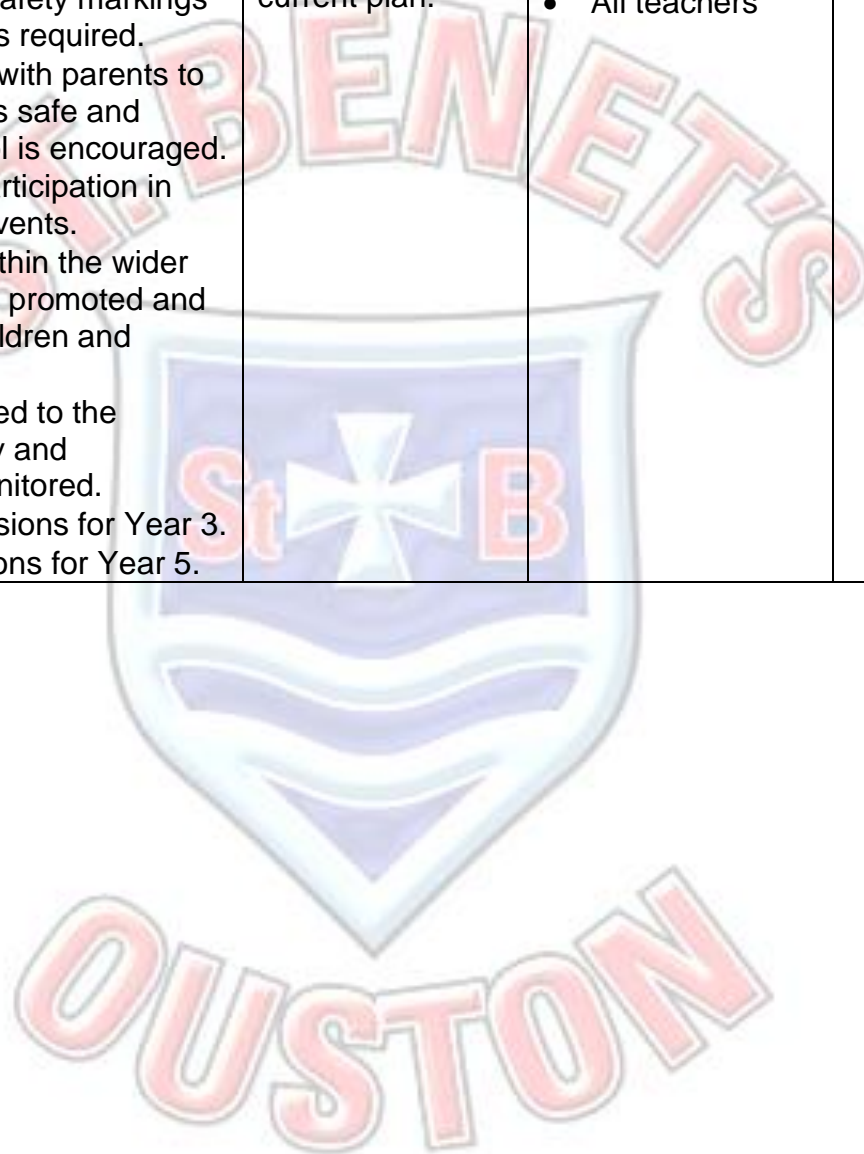
<p><b>To ensure that all people with a disability are able to be fully involved in school life.</b></p>	<ul style="list-style-type: none"> <li>• To discuss access arrangements/ reasonable adjustments for individual children with disabilities as part of the SEN Support / EHCP process.</li> <li>• To undertake confidential surveys of staff and governors to ascertain access needs and to make sure that they are met in the school.</li> <li>• To include questions in the pupil information questionnaire about access arrangements.</li> <li>• To gather information about access arrangements for parents, carers and visitors through questionnaires to ensure that these needs are met during school events</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the current plan.</li> <li>• Annual questionnaires</li> <li>• Needs to be addressed with immediate effect once identified and to be reviewed constantly.</li> </ul>	<ul style="list-style-type: none"> <li>• HT</li> <li>• Governors</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• The needs of all people are met, where possible.</li> <li>• All children with disabilities are able to participate fully in school life.</li> </ul>
<p><b>To ensure that the medical needs of all pupils are fully met within the capability of the school.</b></p>	<ul style="list-style-type: none"> <li>• For those children with Individual Health Care Plans (IHCPs), to meet with parents regularly (usually every 6 months) to ensure that their needs are met and any reasonable adjustments to be made/ training required are put into place.</li> <li>• To ensure that all parents are aware of the need to disclose any medical needs for their child, before they start St Benet's.</li> </ul>	<p>Ongoing, where appropriate throughout the year.</p>	<ul style="list-style-type: none"> <li>• HT</li> <li>• Governors</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• The medical needs of all people are met, where possible.</li> <li>• All children with specific medical needs are able to participate fully in school life.</li> </ul>

	<ul style="list-style-type: none"> <li>To liaise with external agencies to ensure that barriers are overcome.</li> <li>To identify the training needs of staff.</li> <li>To establish individual protocols where needed to meet the needs of individual children.</li> </ul>			
<b>To ensure that the emotional needs of all pupils are fully met within the capability of the school.</b>	<ul style="list-style-type: none"> <li>Intervention groups to support children with any emotional difficulties including Zippy's Friends, Rainbows, Social Stories</li> <li>LGBT+ Friendly school-promotion of acceptance and equality for all</li> <li>Visitor toilets are Unisex and are easily accessible for any child to use, if applicable.</li> </ul>	Ongoing throughout the current plan.	<ul style="list-style-type: none"> <li>HT</li> <li>Governors</li> <li>PSHE Co-ordinator</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>The emotional needs of all people are met, where possible.</li> <li>All children with specific emotional needs are able to participate fully in school life.</li> </ul>
<b>To ensure that parents and carers with disabilities have every opportunity to be involved in school life.</b>	<ul style="list-style-type: none"> <li>Visitor/accessible toilet in the entrance way is available to everyone and is wheelchair accessible.</li> <li>If appropriate, to arrange interpreters through the LA/ BWCET to enable staff to communicate with EAL or hearing/visually impaired parents. To offer a telephone call/ quick chat to explain letters home for parents who may need reassurance or support with literacy skills.</li> </ul>	Ongoing, where appropriate	<ul style="list-style-type: none"> <li>HT</li> <li>Governors</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that disabled parents and parents with EAL are not discriminated against.</li> <li>To ensure that disabled parents and parents with EAL are encouraged to take an interest in and be involved in their child's education.</li> </ul>

	<ul style="list-style-type: none"> <li>To reserve seats in productions for parents with disabilities, to eliminate any pain or anxiety.</li> <li>To adopt a proactive approach to identify the access requirements and needs of disabled parents.</li> </ul>			
<b>Medium term targets</b>				
<b>To improve community links.</b>	<ul style="list-style-type: none"> <li>St Benet's Catholic Primary School continues to have strong links</li> <li>with Bishop Wilkinson Catholic Education Trust, the Diocese, the Local Authority and the wider community.</li> <li>Opportunities to participate in community events and promote disabilities to develop positive attitudes among children are encouraged e.g.: Disability sports within the sports partnership, SEND event.</li> </ul>	Ongoing throughout the current plan.	<ul style="list-style-type: none"> <li>HT / DHT</li> <li>SENCO</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Children, parents, staff and governors have an improved awareness of disabilities within the school community, the local community and the wider community.</li> <li>Improved community cohesion is evident.</li> </ul>
<b>Long term targets</b>				
<b>To continue to develop the playgrounds and facilities to ensure they are accessible for all.</b>	<ul style="list-style-type: none"> <li>To continue to develop the school grounds with equipment and specialised coaches for lunchtime activities using Sports Premium funding.</li> <li>Additional resources used to stimulate those children with sensory needs.</li> <li>Access grants and funding opportunities that are available.</li> </ul>	Ongoing throughout the current plan.	<ul style="list-style-type: none"> <li>HT / DHT</li> <li>Governors</li> </ul>	<ul style="list-style-type: none"> <li>The playground and resources are accessible for all pupils, parents, staff, visitors and governors.</li> <li>Play equipment is age appropriate and accessible for all pupils.</li> <li>Playgrounds are inviting, engaging and inspiring for pupils and develop their skills in many areas.</li> </ul>

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<p><b>To ensure that the driveway, roads and paths in and around the school are as safe as possible.</b></p>	<ul style="list-style-type: none"> <li>• Caretaker to continue to carry out checks to ensure safety on the school site Safety markings to be renewed as required.</li> <li>• Communication with parents to ensure parking is safe and walking to school is encouraged.</li> <li>• Whole school participation in walk to school events.</li> <li>• Safety events within the wider community to be promoted and advertised to children and families.</li> <li>• Problems reported to the appropriate body and rectifications monitored.</li> <li>• Road safety sessions for Year 3.</li> <li>• Bikeability sessions for Year 5.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>• HT / DHT</li> <li>• Caretaker</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in accidents.</li> <li>• Accident forms to be completed as needed and evaluated to reduce future incidents. Checks to be logged to ensure completion.</li> </ul>
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**Aim 3:** To improve the delivery of information to pupils and parents with disabilities.

*Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.*

Targets	Strategies	Timescale	People with responsibility	Success Criteria
<b>Short term targets</b>				
<p><b>To support parents with any disabilities that they may have e.g.: hearing impairment, reading difficulties, mental health related issues.</b></p>	<ul style="list-style-type: none"> <li>Regular communication via letters, email, newsletters, twitter and texts with parents.</li> <li>Reassurance for some parents and separate meetings (if appropriate) to accommodate their needs.</li> <li>Use of an interpreter at termly parent's evenings if required.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>HT</li> <li>Class teacher</li> <li>Office staff</li> </ul>	<ul style="list-style-type: none"> <li>A positive home-school partnership is evident.</li> <li>Parents feel included in school events and activities.</li> </ul>
<p><b>To ensure that all children with ASD have access to the Curriculum.</b></p>	<ul style="list-style-type: none"> <li>Regular parental communication. Individual SEN Support Plans / EHCP plans written to meet the needs of each child and identify the specific support that will be put into place.</li> <li>Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development.</li> <li>Staff training as required as children move through school.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>SENDco</li> <li>All teachers</li> <li>Support staff</li> </ul>	<ul style="list-style-type: none"> <li>ASD children can access the curriculum and make progress against their own targets. Parents and other agencies attend school SEN Support and EHCP review meetings.</li> <li>Staff receive appropriate training to ensure they are able to meet the needs of individual children fully.</li> </ul>

	<ul style="list-style-type: none"> <li>• Clear communication between school staff to ensure smooth transition between classes.</li> </ul>			
<p><b>To ensure that all children with speech and communication difficulties have access to the curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Regular communication with parents to share the techniques that are taught in class to support understanding.</li> <li>• Support staff to liaise with Speech and Language Therapists (SALT).</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>• SENDco</li> <li>• All teachers</li> <li>• Support staff</li> </ul>	<ul style="list-style-type: none"> <li>• SALT children can access the curriculum and make progress against their own communication targets.</li> <li>• Resources are used to develop understanding of vocabulary and concepts when needed.</li> <li>• Support staff meet regularly with the speech therapist to ensure appropriate support.</li> <li>• Parents have regular meetings with the speech therapist to ensure the work that is completed in school is reinforced at home.</li> </ul>
<p><b>To enable improved access to written information for pupils, parents and visitors.</b></p>	<ul style="list-style-type: none"> <li>• Questionnaires/discussions to identify any needs parents may have.</li> <li>• Relay messages verbally where parental difficulties are known.</li> <li>• Raise awareness among staff of the use of suitable font and size and correct page layout to support people with visual impairments.</li> <li>• Investigate the use of symbols to support people with reading difficulties.</li> <li>• Audit reading materials used in school to ensure suitable large print materials are available if needed.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Parents with literacy difficulties or EAL can access school communications.</li> <li>• School resources are appropriate for children with EAL or literacy difficulties.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure signage around school is accessible in all known languages.</li> <li>• Use EAL team translators to convey messages when needed.</li> </ul>			
<b>Medium term targets</b>				
<p><b>To review children's records to ensure that the school is fully aware of any disabilities.</b></p>	<ul style="list-style-type: none"> <li>• Information is collected about all new children in the starters' pack.</li> <li>• Records are passed up to class teachers as part of our annual transition.</li> <li>• Discussions take place between staff to ensure full awareness as part of our transition arrangements.</li> <li>• Parents and other agencies participate in SEN Support Plan and EHCP review meetings to ensure the most up-to-date information is shared with the School. Medical needs are identified by parents and are updated at least annually.</li> <li>• Personal health plans are created for children as required Significant health problems are shared with all staff.</li> <li>• Photos are sensitively displayed, with medical needs and action plans to ensure full awareness.</li> </ul>	<p>Ongoing throughout the current plan.</p>	<ul style="list-style-type: none"> <li>• HT</li> <li>• SLT</li> <li>• Office staff</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Each class teacher and all appropriate support staff are fully aware of the needs and disabilities of children in each class.</li> <li>• Transition arrangements are thorough to ensure all information is passed on.</li> <li>• The needs of new starters are collected by office staff.</li> </ul>



Long term targets				
<p><b>To review and amend the in-school records that are kept for each child to ensure clarity and Cohesion.</b></p>	<ul style="list-style-type: none"> <li>• Review records that are kept and the information that is required.</li> <li>• As changes are made, add new forms to the new starter's packs but also ensure that they are completed for all existing pupils.</li> <li>• Continue to ensure clear communication is in place between school and home to ensure changes are shared with school as soon as possible.</li> </ul>	<p>Continual review and improvement.</p>	<ul style="list-style-type: none"> <li>• HT</li> <li>• SLT</li> <li>• Office staff</li> </ul>	<ul style="list-style-type: none"> <li>• There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required</li> </ul>

**The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping. This document has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.**

**Monitoring and Reviewing**

This policy will be reviewed on a triennial basis.

This policy was reviewed by Governors on: March 2022