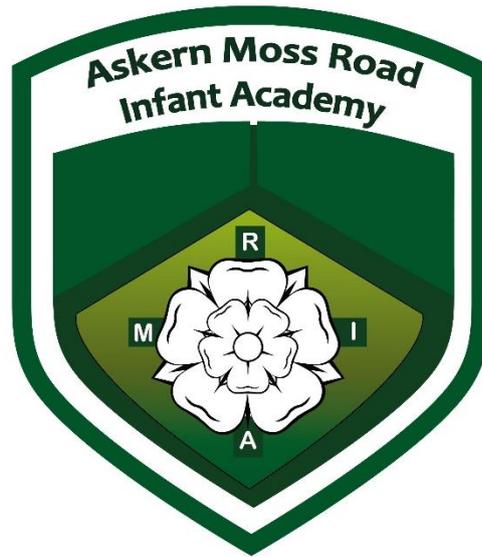


Moss Road Infant Academy



EQUALITY AND ACCESSIBILITY OBJECTIVES 2020-2022

Aims

The purpose of this Equality and Accessibility plan is to:

- increase the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- make all disabled pupils/parents of disabled pupils aware of our accessibility plan

Askern Moss Road Infant Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The academy is fully committed to providing an environment in which all pupils are able to flourish. Our Academy recognises the value of every pupil as an individual and aims to effectively meet the needs of all its pupils.

We aim to:

- create an educational partnership with pupils and their families
- identify and respond to individual needs
- identify and overcome potential barriers to learning
- encourage our KS1 pupils to participate in a range of extra-curricular activities
- ensure our pupils are equipped to transition to the next phase of their education (Key Stage 2)

Moss Road is committed to making any reasonable adjustments in order to effectively support all pupils. The academy will base support around individual learners' needs, e.g. information on a disability or medical need, an Education Health Care Plan or Educational Psychologist Report. Where a pupil has an Education Health Care Plan. The academy will liaise with the Local Authority to ensure that the identified provision is delivered in an appropriate manner.

In line with the Equality Act 2010, Askern Moss Road Infant Academy is committed to ensuring equality of opportunity for all pupils, staff, parents, carers and visitors irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We promote a culture of inclusion and diversity in which all members of the school community feel proud of their identity and are able to participate fully in school life.

We seek to reduce discrimination and harassment of any member of the Academy and will not discriminate on any of the protected characteristics, save where discrimination is permitted by law.

Protected characteristics include:

- Religion or belief
- Race- colour, ethnicity or national origin
- Gender or gender identity

- Sex or sexuality
- Marital or civil partnership status
- Pregnancy or maternity
- Disability
- Age

Staff are provided with one-page profiles and pen pictures highlighting individual pupils' needs.

As a staff, we:

- Deliver a range of interventions to support individual pupils with their early literacy and numeracy development
- Provide strategic support from our SENCo
- Provide Teaching Assistant support in lessons as appropriate
- Deliver emotional and social skills support to individual pupils

Our Academy has an accessible site and buildings with the following:

- Outside play areas and grounds that are fully accessible to all.
- Accessible toilets within all classroom areas
- Two clearly marked disabled bays in the car park.
- A changing bed within a specially equipped toilet area
- An emergency evacuation in place, with key pupils having Personal Evacuation Plans

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010, including understanding disability issues. The academy supports any available partnerships to develop and implement the objectives; e.g. through Doncaster LA, in addition to partnerships through Leger Education Trust.

Plan availability

Askern Moss Road Infant Academy makes the Accessibility Plan available in the following ways:

- A copy is posted on the Academy's website
- Paper copies are available from the School Office

Documents and Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy

- Behaviour Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement

Our academy's complaints procedure covers the Accessibility plan. If you have any concerns relating to accessibility in the academy, this procedure sets out the process for raising these concerns.

This plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

Askern Moss Road Infant Academy Accessibility Plan: Objectives for 2020-2022

	Objectives	Actions to be Taken	Lead Member of Staff	Review Date	Success Criteria
1	Increase the extent to which pupils with a disability can access the school curriculum.	(a) Ensure all necessary provision is in place for pupils with additional needs. Annual Review of all medical information and EHCPs	SENCo	Autumn 2020	All information updated and shared with staff (CPD) EHCP reviews of targets/provision
		(b) Continue to develop effective transition strategies across year groups, key stages and to junior school(s) Collaborate with Spa Academy/other junior schools to develop bespoke transition plans for identified pupils (e.g. EHCP pupils) Strengthen consultation with parents/carers about transition plans.	SENCo/CL	Summer 21	EHCP reviews and transition plans in place. Links made with Spa Academy throughout the 2020-2021 academic year. EHCP Reviews and SEND parent meetings address transition and plans reflect parents' views.
		(c) Identification and support for non-school ready/Key Stage 1 ready pupils Evaluation of progress data in Reading, Writing and Maths	SENCo/CL	Half-Termly	Progress data- EYFS Profile Phonics/Early reading progress data Maths/Early Numeracy data

		Intervention groups established to support progress of identified pupils.			
2	Improve and maintain access to the academy, supporting pupils' physical and emotional/mental health needs.	(a)Supporting pupils' physical needs Annual review of all PEEPs Ensure relevant staff training is in place to support pupils with their personal care Ensure the toilets/ changing room facilities are fit for purpose for disabled pupils and visitors. Focus on the layout of the classroom environment to ensure accessibility for children with physical needs	SENCo	Summer 21	All PEEPs updated and accessible Manual handling training completed for supporting pupils with physical needs.
		(b)Supporting pupils' emotional/mental health needs Embed our Recovery Curriculum with an emphasis of emotional health and well being Focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural needs	SENCo	December 2020 July 2021	PSHE Curriculum- Access Jigsaw lessons to support emotional health and well-being Lego therapy Learning Walks with focus on children with a range of learning/behavioural needs Provision Maps in place and support need.
3	Improving the sharing and delivery of information about pupils with a disability	(a)Continue to develop positive relationships with parents EHCP Reviews	SENCo	Termly	Termly parental interviews- evaluations/positive feedback Parents signposted to additional support.

	Sharing of all relevant paperwork and information Parent views sought termly			
	(b) Access a wide range of specialist and external agency support Discussion of key pupils with Educational Psychologist at termly pyramid planning meetings Occupational Therapists consultations	SENCo	Termly	Pupils identified for Educational Psychologist support.
	(c) Continue to develop an effective programme of staff training to support pupils CPD to staff to support pupils with a medical condition Ensure all relevant SEND information is accessible for staff	SENCO/HY	July 2021	All key information accessible on SIMS. All relevant CPD in place- evidenced in practice with pupils with disabilities.

Monitoring Arrangements This document will be reviewed every two years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Academy Executive Head Teacher, Mrs CA Turner.