



Diocese of Norwich
Education and
Academies Trust

Swaffham C of E Primary Academy

Accessibility Policy and plan

2023- 2024

'With knowledge anything is possible'

Our vision: To inspire children, their families and staff to
SHINE LEARN BELIEVE BELONG
so our children achieve their very best, leaving us as confident,
happy, resilient learners.

Policy Type:	Trust Policy
Approved By:	Trust Board – Finance, Audit and Resources Committee
Approval Date:	31/01/2022
Date Adopted by LGB:	dd/mm/yyyy
Review Date:	January 2025
Person Responsible:	Head of Estates

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
	Throughout	Name of academy inserted once thereafter known as The Academy	Nov 2021
4	3.9	Updated to include 2021 Local Authority Accessibility Strategy and procedures	Nov 2021
9	Appendix A	Updated to include 2021 Local Authority Accessibility Action plan template for individual academies	Nov 2021
		Review schedule updated in line with DfE guidance to three-year review	Mar 23
		Person responsible updated in line with DoNESC Team roles	Mar 23

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

1 Legal framework

1.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- Equality Act 2010 (Specific Duties) Regulations 2011
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.2 This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy

1.3 This policy seeks to further the aims of our Mission Statement/Vision by:
Continuing to improve all aspects of the physical environment of the academy site and other resources so that all disabled pupils and students can take full advantage of the education and associated opportunities provided by the Academy.

2 Definition (Equality Act 2010)

- 2.1 “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”
- 2.2 The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils/students because of sex, race, disability, sexual orientation, religion or belief.

3 Roles and responsibilities

- 3.1. Staff members will act in accordance with the academy’s Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Headteacher/Principal, in conjunction with the Local Governing Body (LGB) or select committee will create an Accessibility Plan with the intention of improving the academy’s accessibility.
- 3.3. The LGB, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The LGB will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil/student, parent/carers or colleague.
- 3.6. The Headteacher/Principal will ensure that staff members are aware of individual pupils’/students’ disabilities or medical conditions where necessary.
- 3.7. During a new pupil’s/student’s induction at Swaffham C of E Primary Academy, HEREAFTER REFERRED TO AS The Academy, the Headteacher/Principal/Head of School will establish whether the pupil/student has any disabilities or medical conditions which the academy should be aware of.
- 3.8. The Headteacher/Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils/students with disabilities are experienced.
- 3.9. The Headteacher/Principal, LGB and senior leadership team (SLT) will work closely with the Trust, the [Local Authority Accessibility Strategy](#) and external agencies to effectively create and implement the academy’s Accessibility Plan.
- 3.10. The special educational needs and disabilities coordinator (SENCO) will work closely with the Headteacher/Principal and LGB to ensure that pupils/students with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.

- 3.12. Designated staff members will be trained to effectively support pupils/students with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the academy's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.
- 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the Academy Improvement Plan.
- 4.3. The Academy Accessibility Plan demonstrates how access will be improved for pupils/students with disabilities, staff, parents/carers and visitors to the academy within a given timeframe.
- 4.4. The plan has the following key aims:
- To increase the extent to which pupils/students with disabilities can participate in the curriculum
 - To improve and maintain the academy's physical environment to enable pupils/students with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils/students, staff, parents/carers and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be annually.
- 4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other academy planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the academy website.
- 4.10. The Academy will collaborate with the Trust and Norfolk LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the LGB and SENCO every year.
- 4.12. The academy will provide adequate resources for implementing plans, ensuring pupils/students are sufficiently supported.

- 4.13. During Ofsted inspections, the inspectorate may include the academy's Accessibility Plan as part of their review.
- 4.14. The Trust will prepare accessibility strategies based on the same principles as the academy's Accessibility Plan.
- 4.15. The Trust will work with the Norfolk LA to provide auxiliary aids and services where necessary in order to help the academy provide adequate support to pupils/students with disabilities.

5. Equal opportunities

- 5.1. The Academy strives to ensure that all existing and potential pupils/students are given the same opportunities.
- 5.2. The Academy is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils/students who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil/student is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils/students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils/students equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils/students to reach their full potential and receive the support they need.
- 5.6. The Academy will ensure that all extracurricular activities are accessible to all pupils/students. The academy will make all reasonable adjustments to allow pupils/students with SEND to participate in all academy activities.

6. Admissions

- 6.1. The Academy will act in accordance with the Admissions Policy.
- 6.2. The academy will apply the same entry criteria to all pupils/students and potential pupil/students.
- 6.3. In the event of entry examinations, the academy will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. The Academy will strive to not put any pupil/student at a substantial disadvantage by making reasonable adjustments prior to the pupil/student starting at the academy.

- 6.5. All pupils/students, including those with SEND, will have appropriate access to all of the opportunities available to any member of the academy community.
- 6.6. Information will be obtained on future pupils/students in order to facilitate advanced planning.
- 6.7. Prospective parents/carers of pupils/students with an Education Healthcare Plan, and pupils/students with SEND, are invited to a transition meeting prior to the pupil/student starting the academy in order to discuss the pupil/student's specific needs.

7. Curriculum

- 7.1. The Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils/students regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The Academy aims to provide a differentiated curriculum to enable all pupils/students to feel secure and make progress.
- 7.4. The head of department for each subject and the SENCO will work together to adapt a pupil/student's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils/students to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils/students with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil/student, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil/student and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils/students with SEND in place at the school.
- 7.9. Detailed pupil/student information on pupils/students with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils/students with visual impairments, such as large print reading books/laptops with accessibility features etc.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

- 8.1. The Academy is committed to ensuring that all pupils/students, staff members, parents/carers and visitors have equal access to areas and facilities within the academy premises.
- 8.2. There are no parts of The Academy to which pupils/students with disabilities have limited or no access to.
- 8.3. The academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the academy are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the academy to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed on a three-year basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The LGB and Headteacher/Principal will review the policy in collaboration with the SENCO's support.
- 9.3. Equality impact assessments will be undertaken as and when academy policies are reviewed.

Swaffham C of E Primary Academy



ACCESSIBILITY PLAN

2022-2025

'With knowledge anything is possible'

Our vision: To inspire children, their families and staff to
SHINE LEARN BELIEVE BELONG
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resilient learners.

1. The Purpose of this Plan

This plan sets out how The Academy will increase access to education for disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the academy curriculum;
- b) improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our academy?

The Governing Body and Senior Leadership Team of Swaffham C of E Primary Academy have used the **Index for Inclusion by Tony Booth and Mel Ainscow** as a toolkit when considering what 'accessibility' and 'inclusion' means to us, for auditing where our school is at and in determining our accessibility plan action areas.

Indicators selected by Governors and Senior Leaders to focus on are:

A1.10: The school contributes to the health of children and adults

A2.4: Inclusion is viewed as increasing participation for all

B1.10: The school is made physically accessible to all people

B1.11: The buildings and grounds are developed to support the participation of all

C2.1: Learning activities are planned with all children in mind

C2.2 Learning activities encourage the participation of all children

The audit tools can be found in the appendix of this policy.

We are committed to providing an academy that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our academy environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.
Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our academy

You can find out about our academy on our website, here <https://www.swaffhamprimary.dneat.org/>

5 What we have in place to make our academy accessible

At Swaffham C of E Primary Academy, we believe that inclusion is most importantly seen as putting inclusive values into action. We have worked with all stakeholders; staff, children, families and governors to explore what is important to us- our academy values and we use ‘The Index For Inclusion’, by Tony Booth and Mel Ainscow as a toolkit to monitor and evaluate our provision.

Together as a school community we established our school vision : To inspire children, their families and staff to **SHINE LEARN BELIEVE BELONG** so our children achieve their very best, leaving us as confident, happy resilient learners.

Our school vision is underpinned by 3 core principles:

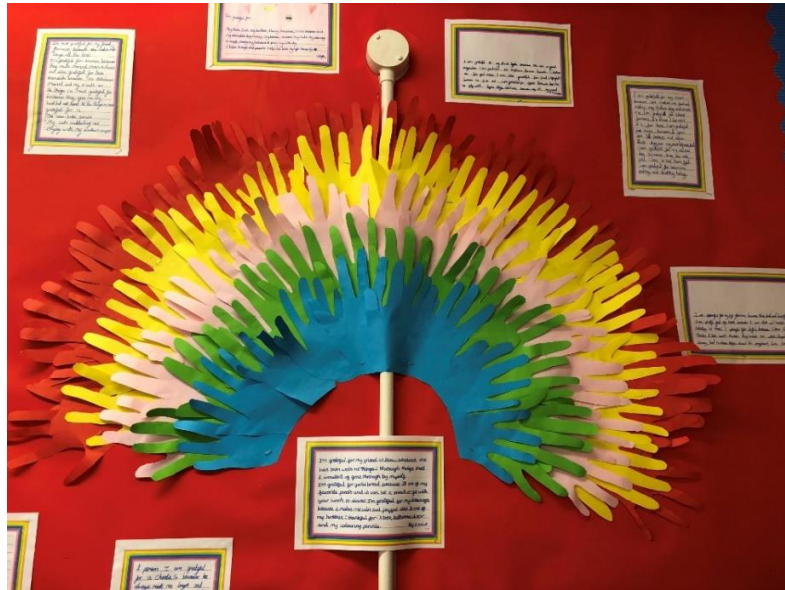
Trust: one of the core ingredients of teamwork.

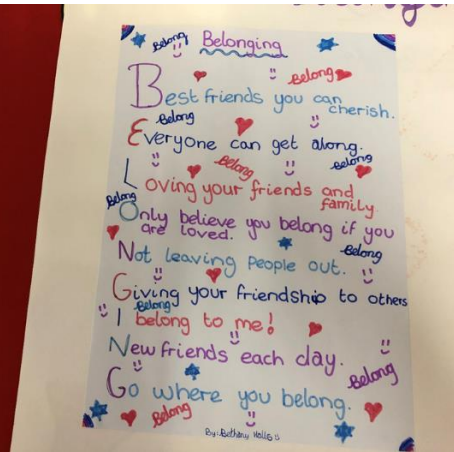
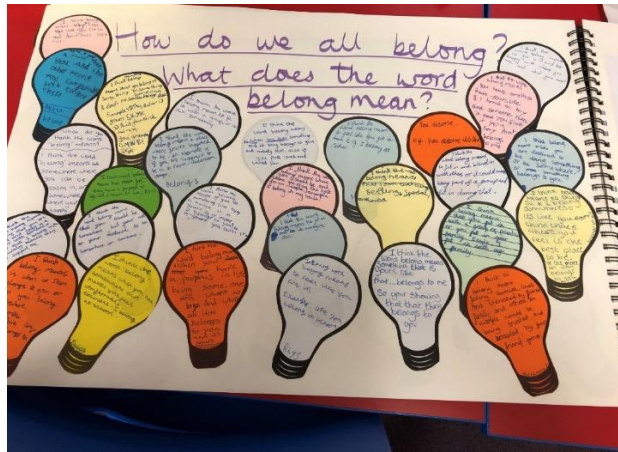
Everyone has a voice: powerful learning happens when we talk it through together.

Inclusion: Every child is unique. Barriers to participation are understood and overcome.

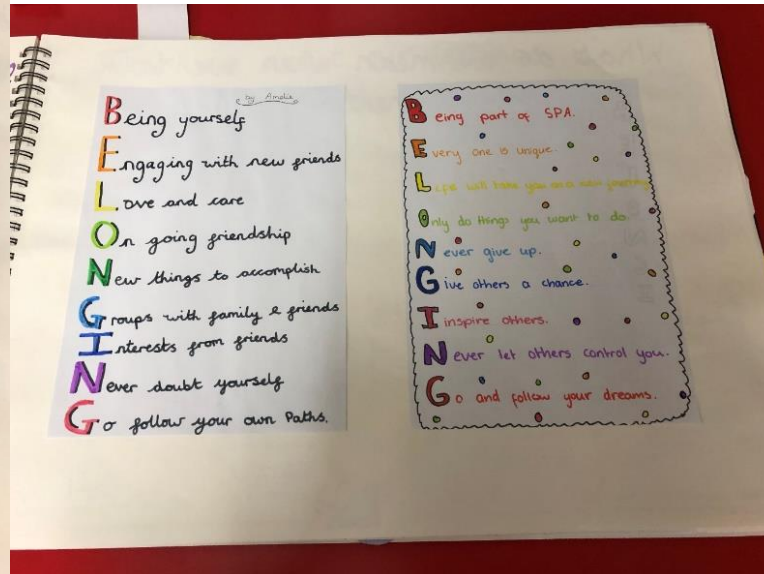
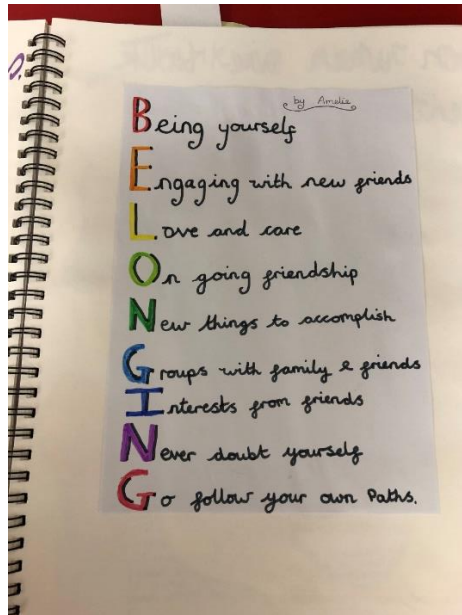
Our pupils, staff, families and governors were involved in coming up with our vision and values- here are some of the reflections from our pupils about our school vision and our values:

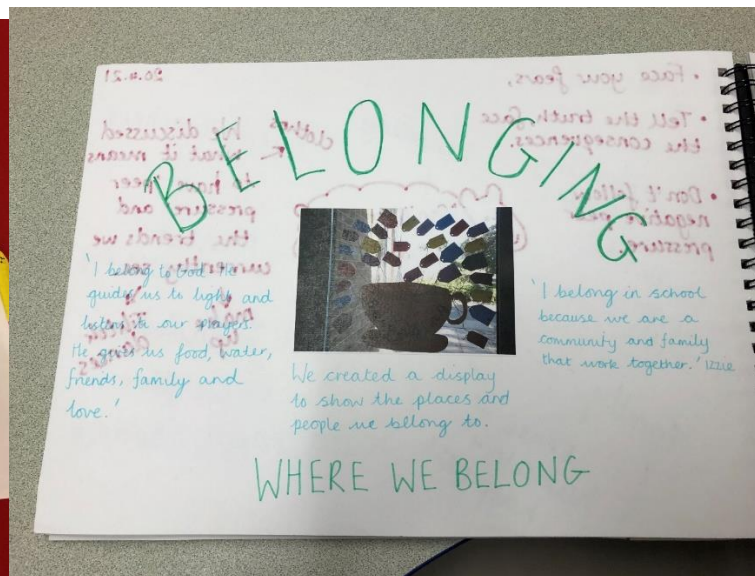
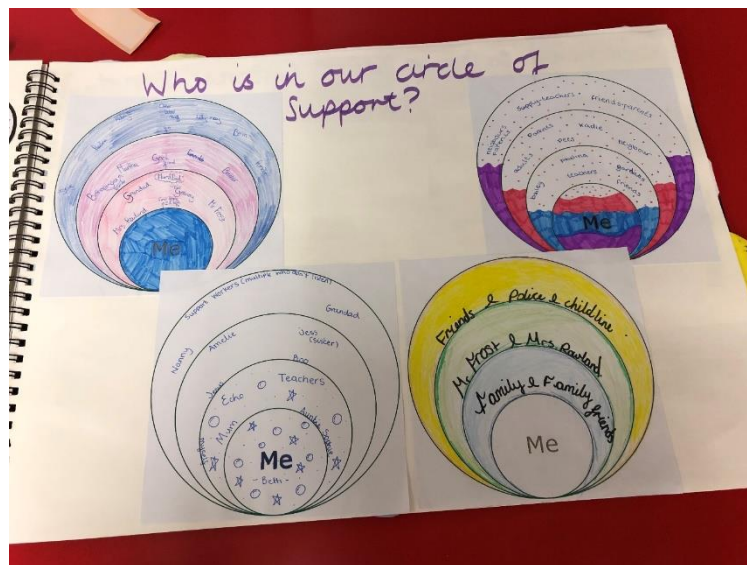
What does it mean to us all 'to believe and to belong'?



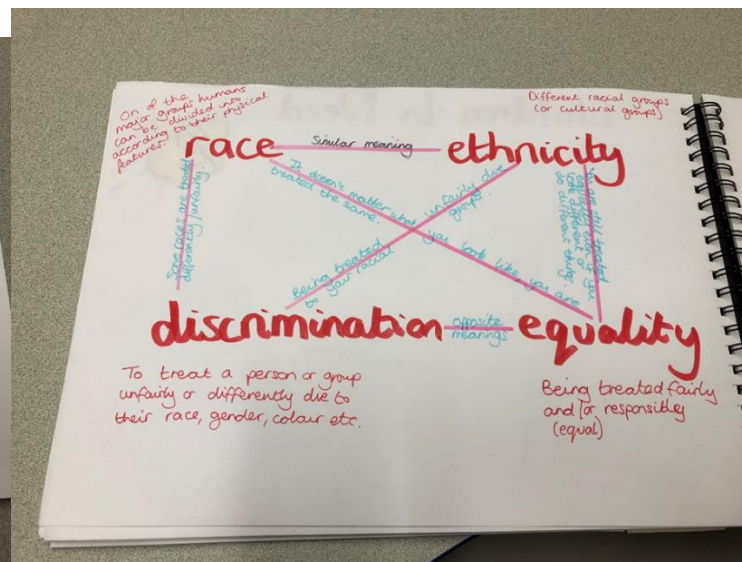


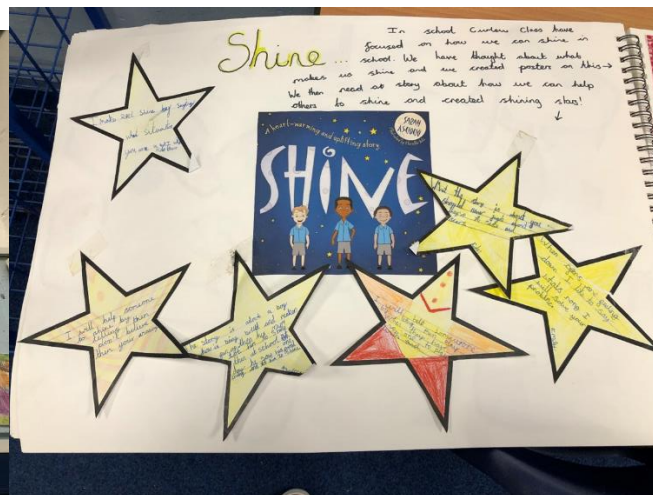
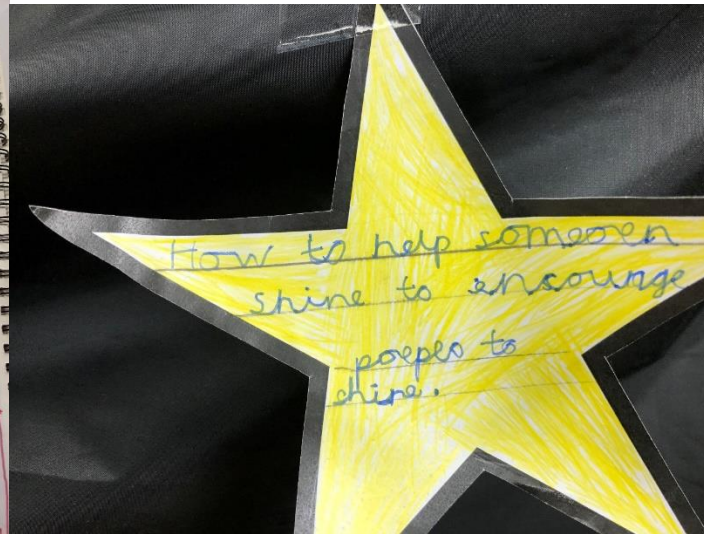
Pupils reflected on what it means to 'belong' and wrote acrostic poems.



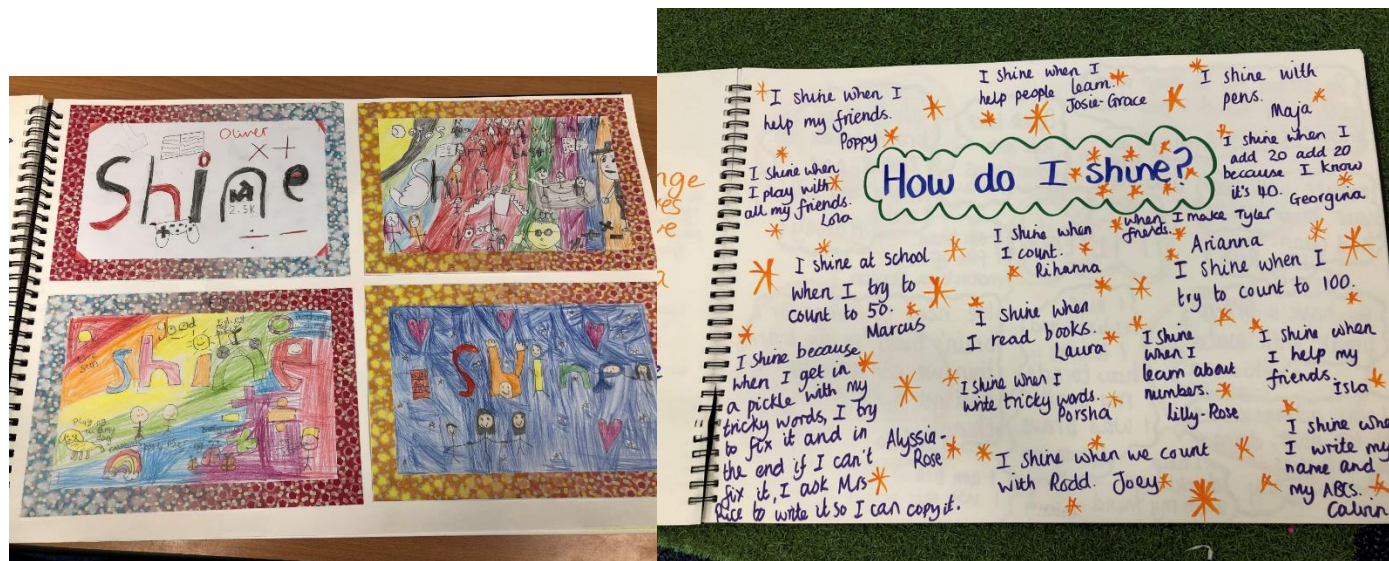


Pupils considered what is important to us as a school community and discussed their ideas on what accessibility and inclusion mean.





Pupils considered what is means to 'SHINE' and how we can help others to shine.



At Swaffham C of E Primary Academy, we frequently re-visit this work and consider whether we are demonstrating our values in action. Gathering the views of staff, pupils and families is a key part of our ongoing Accessibility Plan evaluation and development. This work was strengthened further in the Autumn Term 2022 through a particular focus on our curriculum and The SPA Way- how we do things around here.

A summary of our progress to date against the 3 core aims of our accessibility plan:

AIM 1: to increase the extent to which pupils with disabilities can participate in our curriculum:

- We have highly effective transition arrangements with nursery schools and local feeders schools so that the needs of pupils can be identified early and planned for.
- We have worked hard to establish an ambitious curriculum that meets the needs of all of our learners as our school has changed from a Junior School to a Primary School. Our school transition began in September 2020 with our first Reception cohort. September 2022 will be the last year where children join us in Year 3 from a feeder primary school. Our curriculum is designed so that steps in learning are re- visited regularly. Details on our curriculum can be found here: <https://www.swaffhamprimary.dneat.org/curriculum/>

- Our curriculum includes daily Collective Worship and themes which reflect our school's Christian ethos and values and includes opportunities for learning and whole school reflection on valuing differences, perseverance, resilience, hope, courage. Details of our Collective Worship themes can be found here: <https://www.swaffhamprimary.dneat.org/church-school/>
- We have identified speech, communication and language as an area that several children struggle with in Reception, Yr 1 and joining in Yr 3. To reduce this barrier to learning, we have a Communication and Language Strategy. The detail can be found here: <https://www.swaffhamprimary.dneat.org/speech-communication-and-language/>
- At Swaffham CofE Primary Academy we believe in quality learning opportunities for all. We strive to ensure that every child meets their potential academically and socially, regardless of their needs and that every child feels a sense of belonging and inclusion as an integral part of our wonderful school. Our approach to SEND can be found here: <https://www.swaffhamprimary.dneat.org/send/>
- We are passionate about Mental Health and Wellbeing at Swaffham Primary Academy. It is integral to everything we teach, our routines and decision making. It is woven within our curriculum and we will also celebrate special events. Our approach to mental health can be found here: <https://www.swaffhamprimary.dneat.org/mental-health-and-wellbeing/>
- We work closely with the Local Authority (Norfolk) to source specialist support where needed: Education Psychology Service, ASD, Looked After Children.
- We have created Bumble Bees- a bespoke classroom which supports pupils with sensory and SEMH needs and employed additional adults to support pupils with SEMH/ ASD.
- We have become a Thrive School- all staff have received Thrive training and we have two fully qualified Thrive Practitioners who can deliver whole class Thrive, small group and 1:1 provision.
- We have created a Thrive area within our school- Turtle Doves for small group and 1:1 Thrive sessions which include cooking and art sessions.
- We are in the process of rolling out Thrive across our school so that each classroom has resources to support this and Thrive becomes embedded as part of our PSHE curriculum.
- We have invested in a number of resources to support children in their classroom environments including; rocking chairs, bands, fiddle toys, Now and Next, Visual timetables.
- Sensory Circuit sessions take place daily for a number of pupils with sensory needs.
- Staff have received training in ASD, Mental Health, STEPS, Thrive, Trauma Informed Schools, epilepsy, asthma, diabetes, Epi- pen
- As part of our on- going curriculum development, regular Curriculum Conversations take place as a whole staff session to reflect and review our curriculum in action and ensure that it meets the needs of all our pupils.
- All school activities including external visits are planned to ensure the participation of all pupils- thorough risk assessment processes are in place which include identifying potential barriers to participation and consideration of reasonable adjustments to reduce these.

- Our focus on Equality and Diversity within our curriculum has included looking at the texts that pupils are exposed to and learning opportunities to include examples of people with disabilities and how individuals have overcome barriers to participation.
- Classrooms and other learning spaces are optimally organised to promote the participation and independence of all pupils.
- We use the Index for Inclusion Indicators to monitor and evaluate our curriculum.
- Termly monitoring of the progress and achievement of pupils with SEND- 7C monitoring.
- Governors, DNEAT leaders and leaders from other trust (Boleyn Trust 2021- 2022) are involved in our self- evaluation processes.

AIM 2: to improve and maintain the academy's physical environment to enable pupils with disabilities to take advantage of the facilities.

- Our buildings are all on one level- ramp access and widened doorways ensures that all areas of our school are accessible to wheelchair users.
- We have improved the pathway from the small gate to Reception/ Year 1/ Year 3/ Year 2 areas- this is now a continuous ramp area and a wide enough path for buggies, wheelchair- handrails installed in areas.
- We have improved the walkway area to Year 1- this is now a gentle sloped path through a landscaped garden area.
- We have improved the main entrance of our school so that the door opens automatically to visitors to a wide indoor foyer area.
- We have fitted a hearing loop in the entrance area to our school.
- We have improved the entrance so that visitors can sign in electronically on an Ipad- this is at a level to support wheelchair users.
- We have created additional outside seating areas for children, staff and visitors outside the hall/ Reception/ Year 3 classroom.
- We have cleared large areas of hedges and trees where roots were causing potential hazards as pupils/ staff and visitors walked around the site.
- We have installed two gazebo areas outside with ramps so they are accessible to wheelchair users and everyone can take shelter outside in a communal area.
- We have improved the access to an area of our school by removing the double doors and opening up the entrance so that it is accessible to wheelchair users and families with pushchairs.
- We have improved the outside lighting.
- Personal Emergency Evacuation Plans (PEEPS) are in place for pupils with high need SEND/ disabilities.
- Three disabled toilets are now in place- these are spread evenly across our school and have hand rails, emergency pull cords and easy use taps.
- We have a disabled parking bay in our staff car park.
- We have created quiet areas and nurturing classrooms- Bumble Bees, Turtle Doves.

AIM 3: to improve the availability and delivery of written information to pupils, staff, parents/ carers and visitors with disabilities:

- We provide information in a range of formats- internal signage with image as well as words/ large print resources where needed, class Dojo, weekly newsletter, website, SEND parent newsletter, Mental Health Parent Newsletter.
- We have improved our website so that it is easy for families/ pupils to find what they are looking for and includes class pages.
- We frequently collect the views of stakeholders.
- We have a variety of different pupil leadership groups; School Council, Eco- Warriors, Lunchtime Friends, Librarians, Play Makers
- We offer a variety of different events for parents/ carers to get involved with the school and their child's learning including; formal parents evenings, parents meetings via Zoom, information sessions such as phonics, how to support your child with early reading, Year 2 and Year 6 SATS, Open Classroom Events, picnic afternoons- e.g Queen's jubilee, Sports Day etc- aiming to give families several opportunities to visit and get to know staff/ what children are learning about and seek feedback/ views.
- Ensure that parents/ carers who have a disability can receive information and reports by alternative methods if required.

6 Challenges to accessibility that we want to address

Our school site does pose challenges due to the nature of the site and building:

-a large area of playing field which can become very muddy. The ground is also uneven in places.

-parts of our building where there are steps to access.

- some entrance areas to our building are narrow.

-our learning garden has several flag stones which are uneven and parts of this can be difficult to access in wet weather as it becomes slippery.

-our car park is situated relatively far away from the main entrance of our school.

Action Plan

	What we are doing	What will it mean for pupils	Who is responsible for achieving it	When it will be achieved
1	Review all statutory policies to ensure they reflect inclusive practices and procedure	Our policies and procedures meet the needs of all our pupils so all pupils feel valued.	Headteacher and Governors	Ongoing through policy review
2	New Intake:	Pupil needs will be identified early and planned for so that children can settle	Deputy Headteacher EYFS/ KS1 Lead	May, June, July every year

	Liaise with pre- school providers to review potential intake for Sept 2023 including observing the child in their setting prior to starting at our school and meeting with parents. Teachers will have a good understanding of pupil needs prior to new intake starting in their class in September 2023 and element 3/ bridging funding can be applied for from the LA enabling reasonable adjustments to be made ready for the child starting in September.	quickly to school routines and make good progress from the start of their schooling.		
3	In Year Transition: Ensure all staff are aware of needs of all pupils who have an EHCP/ SEND prior to start of next academic year through effective transition meetings with current class teacher and observing child in current class.	New teachers will have a good understanding of where children are at in terms of their learning, any specific needs and target areas so that children settle quickly in September of following year at school and make good progress.	Deputy Headteacher	May, June, July every year
4	Staff training needs identified and planned in: 1 further Thrive Practitioner, Deputy Headteacher to undertake Mental Health training, STEPS training to be rolled out. Explore further ASD training. Other relevant training to be sourced as needed- dependent upon nursery transition findings.	Pupils are well supported as staff have expertise to support need.	Headteacher Deputy Headteacher Teaching, Learning and Assessment Lead EYFS/ KS1 Lead Wider Leadership Team	Reviewed annually.
5	To further develop our sensory circuit programme- including purchase of further resources and exploring this provision in an outside area as well as current hall location.	More pupils have sensory circuit intervention and benefit.	Deputy Headteacher	Reviewed annually.

	Expand training so one further staff member trained.			
6	Continue to monitor and develop our curriculum so that it is ambitious and meets the needs of all pupils	All pupils can access our curriculum- they enjoy it and make good progress.	Teaching, Learning and Assessment Lead. Wider Leadership Team	Reviewed annually.
7	Maintain good upkeep of pathways.	Pupils are able to access all areas of the school and outside areas- enjoy more learning activities outside.	Site Manager School Business Manager	Reviewed annually.
8	Establish plan for improving accessibility of field- premises development plan.	All pupils are able to access all areas of the field.	Site Manager School Business Manager	3 year plan
9	Establish plan from improving accessibility of Learning Garden.	Pupils are able to use this area at lunchtime and during class learning time- under supervision of class teacher- this may include outside story time, sketching.	Site Manager School Business Manager	3 year plan
10	Ensure environment meets needs of pupils through being stimulating (not overly) through regular learning walks, questionnaires.	Pupils are well supported by inclusive and supportive learning environments.	Wider Leadership Team	Termly monitoring
11	Invest in new resources/ equipment which promote play.	All children enjoy their play times by engaging in a wide range of play activities.	PE Lead	Reviewed annually.
12	Office staff aware of parents needs- disabilities, support.	All children's parents/ carers feel welcomed by school and attend a number of school events so pupils feel valued and proud- achieve well as a result of good parental engagement/ effective home/ school partnerships.	Office staff	ongoing
13	Site manager to make sure disabled parking bay is clearly identified.	Site is accessible to all.	Site Manager	July 2023

14	Displays offer visual and written information	Pupils understand communication around the school.	Site Manager, School Business Manager	Reviewed annually.
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Appendix: Index For Inclusion Indicators

B1.10: The school is made physically accessible to all people

a) Is there an accessibility plan to increase ease of physical access to the school?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

b) Does the school pay attention to the requirements of legislation to make progress each year on the accessibility of the school?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

c) Is disabled access part of the building improvement plan which is integrated into the school development plan?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

d) Is the accessibility plan part of a concerted effort to ensure that staff and children with impairments wish to come to the school?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

e) Is the accessibility plan part of a concerted effort to support people with impairments to enjoy visiting and using the school premises?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

f) Are the needs of deaf, and partially hearing, blind and partially sighted people, parents with young children, including double buggies, the elderly as well as people with physical impairments considered in making the buildings accessible?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

g) Are disabled people of a variety of ages, including those within children's families and local communities consulted about the accessibility of the school?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

h) Does the school recognise that people with similar impairments including staff and children in the school may have quite different views of how the environment can be made accessible for them?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- i) Is disability access audited each year in order to make improvements to the building improvement plan?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- j) Is equipment adjustable so that it can be easily and safely used by people of differing heights and those in wheelchairs?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- k) Are all aspects of the school made accessible including entrances and exits, classrooms, corridors, toilets, gardens, playgrounds, canteen, sign and display?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- l) Are pathways around the school made easily negotiable for people with impairments, for example through lighting, colour schemes and floor strips?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- m) Is particular attention paid to maintaining the dignity of children and adults in accessible facilities?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- n) Is particular attention paid to the nature of alarms, safety and evacuation procedures?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- o) Is the school designed so that use of spaces is as comfortable for people with impairments as for those without impairments?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- p) Is accessibility seen as about disabled staff, governors, parents/ carers, visitors to the school and other members of the community as well as children?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

- q) Are projects concerned with improving the accessibility of the school buildings, facilities and grounds integrated into the curriculum?

Yes/ No/ Partially? How do we know?

What actions need to be taken?

B1.11 The buildings and grounds are developed to support the participation of all

A1.10 The school contributes to the health of children and adults; A2.4 Inclusion is viewed as increasing participation for all;

- a) Is the building development plan designed to increase participation of adults and children in the school, reflecting contributions from staff, children and parents/carers?
Yes / No / Partially? How do we know?
What actions need to be taken:
- b) Are there efforts to make all parts of the school look attractive to adults and children for example through collaborative art projects and planting of flowers and shrubs?
Yes / No / Partially? How do we know?
What actions need to be taken:
- c) Do school staff and governors have a long term plan that reflects environmental as well as financial concerns?
Yes / No / Partially? How do we know?
What actions need to be taken:
- d) Does the development of spaces in the school and its grounds respect the range of interests of children, rather than favouring any one group?
Yes / No / Partially? How do we know?
What actions need to be taken:
- e) Do children share responsibility for ensuring that plants flourish in the buildings and surrounds of the school?
Yes / No / Partially? How do we know?
What actions need to be taken:
- f) Are adults and children encouraged to go on visits to find out how to improve staffrooms, classrooms and school grounds?
Yes / No / Partially? How do we know?
What actions need to be taken:
- g) Are adults and children encouraged to make suggestions about how the school buildings and grounds can be improved?
Yes / No / Partially? How do we know?
What actions need to be taken:
- h) Does the school encourage art exhibitions and displays from its own children and adults and from its communities including other schools and colleges?
Yes / No / Partially? How do we know?

- What actions need to be taken:
- i) Does the playground have equipment for a variety of active and more contemplative pursuits such as music making?
Yes / No / Partially? How do we know?
What actions need to be taken:
- j) Is the staffroom a welcoming space for all staff?
Yes / No / Partially? How do we know?
What actions need to be taken:
- k) Do staff feel that they all have good working conditions?
Yes / No / Partially? How do we know?
What actions need to be taken:
- l) Do building plans include a space for parents/carers to meet?
Yes / No / Partially? How do we know?
What actions need to be taken:
- m) Is there a school garden with a variety of plants grown for food and for their attractiveness?
Yes / No / Partially? How do we know?
What actions need to be taken:
- n) Does the school have its own allotment or share one if it does not have sufficient land to grow food?
Yes / No / Partially? How do we know?
What actions need to be taken:
- o) Do the school grounds have a variety of areas to encourage a diversity of wild plants, animals and insects?
Yes / No / Partially? How do we know?
What actions need to be taken:
- p) Are the school and classrooms filled with displays, plants and objects that stimulate curiosity, discussion and learning?
Yes / No / Partially? How do we know?
What actions need to be taken:
- q) Are people able to raise concerns over the use of space and have their concerns resolved fairly?
Yes / No / Partially? How do we know?
What actions need to be taken:
- r) Is the school made secure in a way that maintains the attractiveness of the site?
Yes / No / Partially? How do we know?
What actions need to be taken:
- s) Are the buildings and ground available for use by the community?

Yes / No / Partially? How do we know?

What actions need to be taken:

- t) Is there a plan to support increased security of the setting through community ownership?

Yes / No / Partially? How do we know?

What actions need to be taken:

Curriculum Inclusion Indicators

Learning Activities are planned with all children in mind

1. Are activities planned to support learning rather than deliver a curriculum?

Yes / No / Partially? How do we know?

What actions need to be taken?

2. Do curriculum materials reflect the backgrounds, experiences and interests of all learners?

Yes / No / Partially? How do we know?

What actions need to be taken?

3. Do learning activities reflect the variety of interests of children?

Yes / No / Partially? How do we know?

What actions need to be taken?

4. Is there a range of activities involving oral presentation and discussion, listening, reading, writing, drawing, problem solving, drama, use of library, audio / visual materials, practical tasks, ICT?

Yes / No / Partially? How do we know?

What actions need to be taken?

5. Do learning activities provide opportunities for paired and group activities as well as individual and whole class work?

Yes / No / Partially? How do we know?

What actions need to be taken?

6. Do activities involve experiences outside the classroom, in the grounds and surroundings of the school and in visits further afield?

Yes / No / Partially? How do we know?

What actions need to be taken?

7. Do activities extend the learning of all children?

Yes / No / Partially? How do we know?

What actions need to be taken?

8. Do activities develop the capacity of children to think, talk, write and learn?

Yes / No / Partially? How do we know?

What actions need to be taken?

9. Do activities encourage a view of learning as continuous rather than completed with particular tasks?
Yes / No / Partially? How do we know?
What actions need to be taken?
10. Are learning arrangements flexible so that, for example, it is possible for children to have an intensive foreign language or literacy course?
Yes / No / Partially? How do we know?
What actions need to be taken?
11. Are interpreters available for deaf children or others for whom English is an additional language?
Yes / No / Partially? How do we know?
What actions need to be taken?
12. Does planning identify and minimise barriers to learning and participation for particular children?
Yes / No / Partially? How do we know?
What actions need to be taken?
13. Do staff encourage activities which appeal to the variety of ways in which children view their gender?
Yes / No / Partially? How do we know?
What actions need to be taken?
14. Do staff draw on opportunities provided by topics given media attention which may motivate particular groups of children, such as men or women's football and rugby, and provide equally considered alternatives for those uninterested in a particular topic?
Yes / No / Partially? How do we know?
What actions need to be taken?
15. Can children participate in lessons such as science and PE in clothes appropriate to their religious beliefs?
Yes / No / Partially? How do we know?
What actions need to be taken?
16. Is the curriculum adapted for children who do not participate in, for example art or music, because of religious beliefs?
Yes / No / Partially? How do we know?
What actions need to be taken?
17. Are lessons adapted, if necessary, for children with physical or sensory impairments to develop their skills and knowledge in PE, understanding of light and sound or practical work?
Yes / No / Partially? How do we know?
What actions need to be taken?
18. Do staff recognise the additional time required by some children with impairments to use equipment in practical work?
Yes / No / Partially? How do we know?
What actions need to be taken?
19. Is particular attention given to involving children in learning who are unsettled, disengaged or disaffected?

Yes / No / Partially? How do we know?

What actions need to be taken?

Learning activities encourage the participation of all children

1. Do learning activities involve shared experiences that can be developed by children in a variety of ways?
Yes / No / Partially? How do we know?
What actions need to be taken?
2. Do teachers avoid specifying expectations for learning as lesson objectives?
Yes / No / Partially? How do we know?
What actions need to be taken?
3. Do lessons regularly take the form of enquiries guided by open-ended questions?
Yes / No / Partially? How do we know?
What actions need to be taken?
4. Do teachers limit asking questions to which they expect a single right answer?
Yes / No / Partially
How do we know?
What actions need to be taken?
5. Do lessons build on the experience, knowledge and skills children have acquired outside of school?
Yes / No / Partially? How do we know?
What actions need to be taken?
6. Do lessons involve children emotionally?
Yes / No / Partially? How do we know?
What actions need to be taken?
7. Do lessons convey a sense of excitement and pleasure in learning?
Yes / No / Partially? How do we know?
What actions need to be taken?
8. Do teachers demonstrate their own love of learning?
Yes / No / Partially? How do we know?
What actions need to be taken?
9. Is the spoken and written language used in lessons made accessible to all children?
Yes / No / Partially? How do we know?
What actions need to be taken?
10. Is technical language only used where necessary and explained and practised during lessons?

- Yes / No / Partially? How do we know?
What actions need to be taken?
11. Are children encouraged to say when they do not understand something?
Yes / No / Partially? How do we know?
What actions need to be taken?
12. Can children record their work in a variety of ways, using drawings, photographs, video-recording and sound-recording as well as writing?
Yes / No / Partially? How do we know?
What actions need to be taken?
13. Do lessons encourage dialogue between staff and children and between children?
Yes / No / Partially? How do we know?
What actions need to be taken?
14. Do children learn how to question each other in order to support each other's learning?
Yes / No / Partially? How do we know?
What actions need to be taken?
15. Do lessons encourage children to talk about processes of thinking and learning?
Yes / No / Partially? How do we know?
What actions need to be taken?
16. Do children initiate further independent work when they have finished a task suggested by a teacher?
Yes / No / Partially? How do we know?
What actions need to be taken?
17. Do adults and children improve their internet skills to assist learning at school and home?
Yes / No / Partially? How do we know?
What actions need to be taken?
18. Are worksheets clearly written so that they extend the learning of children?
Yes / No / Partially? How do we know?
What actions need to be taken?
19. Do children learning English as an additional language have opportunities to speak, write or sign in their first language and use their skills of translation?
Yes / No / Partially? How do we know?
What actions need to be taken?
20. Do staff make the adjustments necessary for the participation of children with impairments?
Yes / No / Partially? How do we know?
What actions need to be taken?

21. Do staff recognise the physical effort expended on tasks by some children with impairments or chronic illness, and the tiredness that can result?
Yes / No / Partially? How do we know?
What actions need to be taken?
22. Do staff recognise the mental effort involved in lip-reading and using aids to vision?
Yes / No / Partially? How do we know?
What actions need to be taken?
23. Are technological advances exploited, such as speech recognition programmes to support children who experience severe difficulties in writing?
Yes / No / Partially? How do we know?
What actions need to be taken?