

Accessibility Plan: Updated 12 24

'LIFE IN ALL ITS FULLNESS' (John 10:10)

We cherish all the people in our school.

Our aim for them:

'Life in all its fullness'

For us, this means people who are

flourishing:

people who have the means to shape their own life well; (OURSELVES)

people who are compassionate, who appreciate the value and preciousness of each and every person and all life on earth; (OTHER)

people who take a delight in learning and feel part of something bigger than themselves;' (BEYOND US)

hence people who are helping to make the world a better place.

Equality context and objectives 2024-25 Minchinhampton

Minchinhampton Context and Introduction

The population is characterised by a very significant disparity in confidence/levels of engagement between a school sure majority and a not so school sure minority. Progress of this latter group (especially at the intersection of SEN, FSM and/or pastoral concerns) is an ongoing priority for school. The school is predominantly White British. 3 pupils have EAL but all but one are proficient in English. Special Education Needs at the school are approaching 25% (73 pupils// 16 EHCP's- 11 with 5 pending); well above the National average. Given this context, Equalities are central to this school's mission and ethos. It is our intention that the Equalities objectives drive school priorities.

Appreciation (especially Appreciating Difference) is enshrined in the Vision objectives as well as in school's 3 Spiritual Pathways and is one of 4 key threads running through the curriculum.

Equality Objectives specific to Minchinhampton C of E Academy in 2024/25

1. To increase ambition, progression and continuity of curriculum and its implementation, including appreciating difference thread.
2. Inclusive classroom practices designed to improve access and close the gap for vulnerable pupils (see EEF 5 a day)
3. Improve attitudes to learning in class and as demonstrated by attendance. Close the gap in attendance between vulnerable learners and the rest.

Accessibility Plan 24 –25

Key actions recently taken and positive results of these actions:

A Data:-

i **Data gathering:** : Equalities survey carried out with stakeholders- parents and staff Jan 23. Data (see ONE FORM data) generated re behaviour, exclusions, attendance, SEND, PP, CPD, achievement, admissions, clubs, gov body representation, parental engagement,

ii **Data analysis:** Ongoing evaluation of data by gender, disability, race, vulnerability-

B Communication/ families

-Parents of EAL children spoken to individually with translator if necessary - use of google translate - good relationship with family- child progressing well.

C Resources

-School continue to use supportive equipment such as numicon for maths, talking text for English
-90 chrome books to improve support for learning/ ICT curriculum

D Environment/ Accessibility:

-Widening of path past Royal and ramp gradient changed as drainage wrks done
-Path up to field as part of drainage works
-Furniture in reception area- eg seats with arms
-New 'snug' 'Topaz' regulation zones
-Muted colour hessian for backing paper and commitment to less busy walls.

Outstanding need/ Therefore now:

A Data:-

i **Data gathering:** : Equalities survey establish yearly. Improve ability to complete/ update ongoing data generation re disability etc - eg *Feedback from Equalities Audit: ' Prompt to ask about any accessibility requirements in any comms about events in school – e.g. parents evening, shows or assemblies (KS2 parent)'*. Safeguarding surveys for pupils created to glean where/when/how they feel safe in school environment.

ii **Data analysis:** New consultation process (eg working party) required to decide best ways to meet needs

iii **Data systems:** CPoms:- update training on an ongoing basis with all staff - ref CPOMS, Target Tracker,

B Communication/ families

-**Stakeholder voice:** Develop methods for ongoing collection of stakeholder voice re equalities/ needs. Staff discussion/ training re active ;listening - this as fundamental/ core to good inclusive practice and equalities– principle promoted -that one perspective as important as the many

-**Understanding:** Feedback from 24 survey: *'I think it would be useful to better inform stakeholders re diverse needs across the school. We need to see diff approaches not as 'special treatment'*

ii Accessibility:

-**Correspondence:** Adaptation of correspondence to meet disabled parents/carers needs– email, website, telephone, school visits to acquaint people with disabled facilities- so that active voice, clear font, large print, staff support parents to access written info and complete forms

-**Parents:** *Feedback from 24 survey: 'More effective communication with parents'*-

C Resources

-School continue to use supportive equipment such as numicon for maths, talking text for English, more visual resources i.e. Makaton placed around the school

-Plan to increase stock of- a/ pupil chairs with arms b/ writing boards b/ washroom taps with levers c/ large computer screens

- Develop better diversity in books provision- see Engl lead
- Provision of regulation boxes in each class to support emotional regulation
- Consider supportive and inclusive resources for all- eg all will benefit from visual timetable....circle time...ie towards a whole school commitment to inclusion.

D Environment/ Accessibility:

- Physical environ:** Lift --- work toward replacement; access to front entrance- height of buzzer lower
- Maintenance & daily practice:** making sure that pathways inside the school are clear and tidy
- Specialist facilities:** continue to develop regulation spaces eg den- alongside PTA
- Consider/ improve the language environment-** see relationships policy and behaviour plan