



SANDHURST
— PRIMARY SCHOOL —

'Aim High Be Happy'

Accessibility Plan

Policy Control	
Responsible Person:	Headteacher
Responsible Governors:	FGB
Approved by Governors:	November 2020
Date due for review:	November 2022

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values

Enjoyment Challenge Independence Confidence Resilience

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

Sandhurst Primary School
Accessibility Plan 2018 - 2020

Equality Strand	Action	Monitoring	Responsibility	Timeframe	Early Success Indicators
All	Publish and Promote the Single Equality Scheme through the school website, Facebook page, newsletter and staff meetings.	Question about SES included in Annual Parent Survey	HT	Ongoing	Staff & Parents are familiar with the SES. Staff use the principles of the SES in planning lessons, assemblies and displays.
All	Monitor and Analyse pupil achievement by race, gender and disability and act upon any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	HT, reporting to FGB	6 times yearly	Analysis of attainment data demonstrates gap is closed or narrowing of equality groups
All	Ensure that the curriculum promotes role models that our children can positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels.	Class Teachers	Monitoring in each term.	Pupils show greater awareness of other cultures.
All	Recognise and represent the talents of disabled pupils	Achievement monitoring in celebration assemblies, newsletters and DoJo	SENCo	Ongoing	Analysis of achievements shows talents of disabled pupils are recognised and celebrated.
All	Ensure that displays in classrooms and corridors and resources in classrooms promote diversity in terms of	Increase in pupil participation, confidence and aspirations – monitor through	HT and CTs SMSC Leader	Ongoing	More diversity reflected in school displays

	race, gender and ethnicity.	annual Pupil Survey			
All	Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school, including involvement in school council and other responsibilities	School council representation monitored by race, gender, disability	School Council Leader	Autumn 2018 and annually thereafter	Diversity in school council membership. The voice of all pupils is heard.
Race Equality Duty	Identify, respond to and report all racist incidents to the Governing Body on a termly basis and to the Local Authority annually	Analysis of racist incidents log	HT	Ongoing	All staff are aware of racist incidents and respond appropriately.
Gender Equality Duty	Encourage boys and girls to take up a range of opportunities in extra-curricular activities	Analyse participation in extra-curricular activities by gender	Sports Leader	Term 6 2018 and annually	Increased balance of gender in extra-curricular activities
Disability Equality Duty	Review planned new entrants and their parents to identify any with disabilities and the nature of their disability. Where disabilities have been identified, review current accessibility with respect to those disabilities.	Analyse list of disabilities for new entrants and modifications provided.	Office Manager (collation of data) HT & SENCo (modifications)	Ongoing	Improved access to the school buildings and curriculum facilitated for disabled pupils and parents.
Disability Equality Duty	Ensure accessibility arrangements to the buildings meet current legislative requirements.	Governor Monitoring H&S include priorities on accessibility in action planning and monitoring visits	Headteacher /Governors Monitoring Pair for Premises	Termly	Building accessibility is reviewed and improved as required.

Disability Equality Duty	Continue to work with specialists (e.g. Specialist Teaching Service) to ensure access to the curriculum is maximised for those with physical disabilities. Provide training opportunities for teachers and support staff to ensure they are able to maximise opportunities in classroom.	SEN Governor	SENCo	Termly	Children with disabilities have access to the curriculum enabling them to achieve well and make good progress
Community Cohesion	Review assembly provision to ensure that it includes multi-cultural focus	Analyse assembly plan. Monitor pupils' understanding of other cultures through pupil interviews	Headteacher	Spring 2019	Children's responses show a greater awareness of other cultures.