

Laithe Primary DISABILITY & EQUALITY POLICY ACTION PLAN (accessibility plan)



Objective 1	To further develop the accessibility of information relating to school life for parents with difficulties accessing written language (e.g. parents with EAL, SpLD etc.)		
Actions	Who	Obstacles/Potential Issues	Evaluation
Speak to existing parents/carers with additional needs e.g. EAL, SpLD to further clarify issues faced and identify possible ways to make information more accessible.	Inclusion Lead/SLT PSA's to support with forms, reading and accessing support	Identifying parents who may need support. Engaging identified parents/carers.	
Identify and agree a range of accessible formats to be available to parents/carers on request and publicise to parents.	Input from Parents' Forum & identified parents with additional needs. Input from office staff.	Cost – provide as required and build up resource base	
Encourage parents with difficulties accessing written English to make themselves known to school at an early stage so that support could be provided.	Inclusion Lead/SLT Home visits prior to start date PSA engagement	Parents/carers apprehension to engaging/need for help.	

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Objective 2	To further develop opportunities for children to engage with people from different ethnic/religious/cultural backgrounds in order to raise children’s awareness of the multi-cultural world in which they live.		
Actions	Who	Obstacles/Potential Issues	Evaluation
Plan & lead SMSC Days/ events to raise children’s awareness of different religions/cultures.	RE subject leader Inclusion Lead Teaching staff	Cultural diversity subject knowledge Religious beliefs and occurrences (e.g. dates etc.) School time table	
Continue to celebrate Fair Trade Week and other key events on our assembly calendar e.g. Black History Month	RE/History subject leader PHSE Leader All staff	School time table Subject knowledge Cost	
Ensure staff are aware of the specific cultural/ethnic diversities within their own setting.	All teaching staff Inclusion Lead	Safeguarding (e.g. beliefs) Subject knowledge (e.g. beliefs)	

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Objective 3	To raise aspirations among children and parents and raise awareness of a career options for all children, challenging gender stereotypes.		
Actions	Who	Obstacles/Potential Issues	Evaluation
Plan and lead a series of assemblies focusing on aspiration.	Pastoral Lead All staff	Quality of engagement	
Plan and deliver a series of Circle Time sessions focusing on aspirations and the future.	Class Teachers	Awareness of family backgrounds/circumstances	
Consider ways to encourage parents to be aspirational for their children and to encourage their children's aspirations.	Pastoral Lead All Staff , Enterprise possibilities Offer support with external agencies	Outlook of aspirational views Children's knowledge of 'work'	
Enquire about awareness of job role/career sessions for children	Class Teachers SLT /Inclusion Role	Availability of sessions Time Outlook on various jobs/roles	

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Objective 4	To improve Physical access		
Actions	Who	Obstacles/Potential Issues	Evaluation
Corridors – Keep corridors clear	Health and Safety Lead Teachers/ support staff	Obstruction from Furniture	
Wheelchair access to main school building KS1 Enable wheelchair users to access playground independently	Health and Safety Lead Teachers/ support staff	Stairs (Laithes Primary) – Follow suitable route around the building.	
Disabled parking – Parking to be provided	School	Everyone using provided spaces – office staff to be vigilant and spaces to be kept clear. Awareness of families	
Disabled Toilet – To be kept free and accessible to persons with a disability	School	Everyone using toilet–staff to be vigilant and toilet kept vacant.	
Stairs (Laithes Primary) - Yellow markings placed on steps outdoors for clear visibility in all weathers/light	All School staff	Keeping steps clear Support children who may find it hard to get up the stairs. Awareness of children	
Food – School to provide different food possibilities to meet a physical and sensory need.	Kitchen staff to adhere to NHS guidelines for specific children Staff to be trained with supporting feeding	Cost of training Timetabling staff to support pupils Kitchen staff to adapt menus	

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	Risk assessments to be produced for specific children		
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Written: August 2019

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