

Laithes Primary accessibility plan. (DISABILITY & EQUALITY POLICY ACTION 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
<p>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.</p>	<p>Inclusion Lead/SLT</p> <p>PSA's to support with forms, reading and accessing support</p>	<p>Identifying parents who may need support.</p> <p>Engaging identified parents/carers.</p>	<p>January 2021- We are very good at working with parents to support any forms needed. Regularly helping with FSM forms, housing applications, applying for grants, supporting home learning.</p> <p>January 2022</p> <ul style="list-style-type: none"> - Our PSA/DSL supports regularly with this and even through covid we supported with forms via phone or teams. - Phonic workshops have been delivered via the assistant head. - We have a parent wellbeing group who have worked with the HT around ways we can support in school.
<p>Identify and agree a range of accessible formats to be available to parents/carers on request and publicise to parents.</p>	<p>Input from Parents' Forum & identified parents with additional needs.</p> <p>Input from office staff.</p>	<p>Cost – provide as required and build up resource base</p>	<p>January 2021 – We have had a PTA over the last year for parental voice.</p> <p>Laptops provided for home learning.</p>

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			<p>Parent courses either in school or virtually (covid)</p> <p>January 2022</p> <ul style="list-style-type: none"> - 3 Solihull groups have been delivered virtually in the last year - Phonic/Early reading workshops have been delivered in the hall in Autumn 2021 - Wellbeing parent group
<p>Encourage parents with difficulties accessing written English to make themselves known to school at an early stage so that support could be provided.</p>	<p>Inclusion Lead/SLT</p> <p>Home visits prior to start date</p> <p>PSA engagement</p>	<p>Parents/carers apprehension to engaging/need for help.</p>	<p>January 2021 – We have offered parental workshops over the last 18 months (Covid dependent) To show elements of what the children are doing at school, Phonics, reading</p> <p>Parental courses – Virtually with lots of discussion rather than written aid.</p> <p>January 2022 – Ongoing – school are continuing to offer support</p>



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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	January 2021 – Covered a lot in Assemblies, lessons – celebrated events Black History Month in October, black lives matter and what it means. January 2022 - This has continued via virtual assemblies over the last year - ADASTRA have worked with Y5 and Y6 - Religious trips have taken place e.g. visiting church
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	January 2021 – We continue to celebrate world events. January 2022 – Continued via assemblies
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)	January 2021 – Clear transition of the children they are receiving and wider knowledge of cultural backgrounds. January 2022 - Continued updates, staff meeting training.

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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	January 2021 – We have had a number of careers days where adults from different roles have come in to describe their jobs and the tools needed to get there. January 2022 - Careers programme delivered to Y6 (JB) in the last year - Assemblies to promote aspiration - March 2 nd – Careers Day 2022
Plan and deliver a series of Circle Time sessions focusing on aspirations and the future.	Class Teachers	Awareness of family backgrounds/circumstances	January 2021 – Done within classroom setting. January 2022 – Continue within classrooms
Consider ways to encourage parents to be aspirational for their children and to encourage their children’s aspirations.	Pastoral Lead All Staff , Enterprise possibilities	Outlook of aspirational views Children’s knowledge of ‘work’	January 2022 - Promotion through meetings with PSA/staff in school/ discuss

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	Offer support with external agencies		<p>aspirations within parents' evenings.</p> <ul style="list-style-type: none"> - Promote careers day via social media - Crucial Crew
Enquire about awareness of job role/career sessions for children	<p>Class Teachers</p> <p>SLT /Inclusion Role</p>	<p>Availability of sessions</p> <p>Time</p> <p>Outlook on various jobs/roles</p>	<p>January 2021 – Y6 have been taking part in a project from the 'Positive Footprints' . Looking at different career paths.</p> <p>January 2022 – Y6 continued with 'Positive Footprints' in the last year.</p>

Objective 4	To improve Physical access		
Actions	Who	Obstacles/Potential Issues	Evaluation
Corridors – Keep corridors clear	<p>Health and Safety Lead</p> <p>Teachers/ support staff</p>	Obstruction from Furniture	Ongoing
Wheelchair access to main school building KS1	<p>Health and Safety Lead</p> <p>Teachers/ support staff</p>	Stairs – Follow suitable route around the building.	Ongoing

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Enable wheelchair users to access playground independently			
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	Ongoing
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.	Ongoing
Stairs - 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	Ongoing
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 Risk assessments to be produced for specific children	Cost of training Timetabling staff to support pupils Kitchen staff to adapt menus	Ongoing
Alternative entrances – Children with limited mobility to use doors easily accessible to them.	Parents to be offered modified entrances and exits – to minimise step use. Staff to escort children to the appropriate entrance and exit.	Timetabling of staff Support children who find it hard with the steps.	Ongoing – Continuously reviewed dependent on child’s needs January 2022 - Personal risk assessments are in place for individual children accessing the building (working closely with Physio/OT).

Written by: Hayley Gunn

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