



**Teversham Church of England  
Primary School**

# **Equality and Accessibility Plan**

## **2024 -2027**

### **STATUTORY**

**DATE ADOPTED: 15 July 2024**

**REVIEW DATE: July 2027**

## Equality and Accessibility Plan 2024 to 2027

This Equality Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents/ carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability, equality and accessibility and to developing a culture of awareness, tolerance and inclusion.

Teversham CE Primary School plans, over time, to ensure the accessibility and equality of provision for all pupils, staff and visitors to the school. Our Accessibility Plan contains relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are equally prepared for life. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Using materials that reflect the diversity of the school, population and local community without stereotyping.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

Our Accessibility Plan and our Equality Objectives have been drawn up to cover a three year period. These will be reviewed annually.

## Equality Objectives

Aspect	Actions	By Whom	By When	Expected outcomes	Evaluation of progress with review date First review due July 2025
Fostering good relations	<p>Improve range of texts across the curriculum to include range of ethnicities and cultures, without stereotyping.</p> <p>Ensure the curriculum involves opportunities to learn about different cultures in the UK and globally (including inviting members of the community from a range of cultures in to school)</p>	English Lead, Humanities Lead	July 2025	<p>Children will access texts with characters that represent a range of cultures, celebrating difference.</p> <p>Children will develop knowledge about other cultures and ethnicities, and respect for difference.</p>	
	Breakdown barriers to perceptions of disability- celebrate the achievements of disabled roll models nationally and globally (assemblies, visitors in school)	Led by SENCO	July 2025	Children will develop understanding and tolerance of disability and difference.	

Attainment and Progress	Monitor all pupil data to measure progress and attainment of at-risk groups significant in the school: gender, Pupil Premium, ethnic groups, summer-born	SLT	Termly	Gaps in attainment between key groups are narrowed and attainment is in line or higher than national averages	
	Ensure large case-load of EHCP applications is prioritised, in order that children with high level of SEND are well supported.	SENCO	Ongoing	Children to make accelerated progress from their starting points as their needs will be fully met.	
	To explore and understand the reasons for the higher absentee levels of PP pupils and begin to improve attendance rates of these pupils.	HT	Ongoing	Pupils will make greater progress in learning as a result of improved attendance levels, leading to fewer missed learning sessions.	
Curriculum access	Further develop provision for children with language and communication needs or English as an Additional Language	SENCO and HT	Ongoing	Gaps in attainment between EAL and non-EAL and between SEND and non-SEND pupils will diminish	
	Ensure ongoing adaptations to the physical learning environment are made in line with needs of pupils on role.	Managed by SENCO	Ongoing	Physical learning environment is fully accessible to all learners	

	Develop use of assistive technology, such as Clicker, voice recorders, text to voice programmes	INCO	July 2025	Barriers to accessing the full curriculum are removed, leading to improved attainment.	
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## Accessibility Plan

Objective	Actions	Expected timescales	Expected Outcomes	Evaluation of Progress
Improve physical and learning environment for pupils with Autism/ADHD/sensory needs	Complete AET autism standards audit and sensory audit.	Spring 2025	Classroom environments meet the needs of all learners	
Improve provision for pupils with dyslexia	Develop staff knowledge of strategies to support learners with dyslexia: Staff training on inclusive classroom strategies	Autumn 2024	Eliminate barriers to full curriculum participation for children who may have reading or writing difficulties.	
Improve provision for children with language and communication needs	Staff to complete ELKLAN training.	2024-25	Children with additional language needs make good progress in their learning through well pitched support.	

Ensure PE curriculum is adapted to enable physically disabled, or children with restricted or limited mobility are able to work alongside peers	Seek advice from PE coaches, OT/physio and provide additional adult deployment as appropriate.	2024-25	All children are fully included in all areas of the curriculum.	
Investigate reasonable adjustments that can be made to improve accessibility of the physical environment, including fitting of handrails	Carry out physical accessibility audit	2025-26	Physical accessibility of school is increased.	

Adopted: 15 July 2024

Date of next review: July 2027