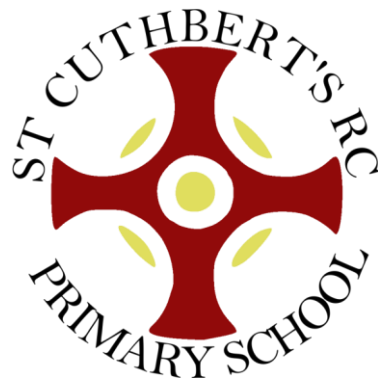


**St Cuthbert's RC
Primary School
Crook**



Accessibililty Plan

October 2015

Accessibility Plan: Equality Act 2010

St. Cuthbert's RC VA PRIMARY SCHOOL 2015-2018

1 Disability Plan

ACCESS TO CURRICULUM

Targets	Success Criteria	Timescale	Resources	Responsibility	Completed
Create effective learning environments for all.	<ul style="list-style-type: none"> All classrooms and resources are organised to meet pupils need. 	Autumn 15	Staff meeting time	S Murray	
	<ul style="list-style-type: none"> Ongoing programme of staff training in disability awareness. 	Ongoing	CPD	R Donnelly	
	<ul style="list-style-type: none"> A review of all displays to ensure they are clear and accessible to all pupils. 	Summer 16	Staff meeting time	C Stobbart/ C Rothwell	
	<ul style="list-style-type: none"> A review of curriculum. 	Summer 16	Staff Meetings	R Donnelly	
Increase participation in all school activities.	<ul style="list-style-type: none"> An audit of participation in extra-curricular and peripatetic music activities and identification of any barriers. 	Autumn 15	Staff meeting time	F Bissell	
	<ul style="list-style-type: none"> All school activities are accessible to all students. 	Autumn 15	Time to ensure fair allocations	R Donnelly	
	<ul style="list-style-type: none"> Wider variety of clubs available (with a non-sport focus). 	Autumn 15	Staff after school	F Bissell/ R Donnelly	

<p>Ensure all policies consider the implications of Disability Access</p>	<ul style="list-style-type: none"> An analysis of Impact of Behaviour Policy, Class Rules, Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in reviews – where possible. Consult on any proposed changes. 	<p>Summer 16</p> <p>Summer 16</p>	<p>Governor involvement , governor’s meetings, staff meetings, school council meetings. As above</p>	<p>R Donnelly T Devereux</p> <p>R Donnelly</p>	
<p>To promote positive attitudes to disability.</p>	<ul style="list-style-type: none"> A review of PSHE/SEAL Curriculum. Review Assembly Programme: widen focus of Different/Same theme. Involve local disability groups in assemblies and visits to school. 	<p>Spring 16</p> <p>Spring 16</p> <p>Summer 16</p>	<p>Staff meetings, LA advisor, CPD. Diocese. Cafod.</p> <p>Deaf service/ NE Autism Society</p>	<p>MMCEIhone</p> <p>R Donnelly/ MMCEIhone/ M Gray</p> <p>S Murray R Donnelly</p>	
<p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> Evacuation plans reviewed. Signage of evacuation procedures, internet safety, fire drill reviewed. 	<p>Spring 16</p>	<p>Needs / changes of pupils/staff. H&S walkthrough , staff meeting. Printer</p>	<p>R Donnelly</p> <p>R Donnelly/ C Ringwood</p>	
<p>Availability of documents in</p>	<ul style="list-style-type: none"> Large print and e-formats available 	<p>As required</p>	<p>Printer.</p>	<p>R Donnelly</p>	

alternative formats.	<p>on request.</p> <ul style="list-style-type: none"> • Monitor uptake of documents in alternative formats/languages. • Homework information available as information sheets in alternative formats as appropriate. 	<p>As required</p> <p>As required</p>	<p>Log of requests.</p> <p>LA Support</p>	<p>R Donnelly MMCEIhone</p> <p>MMCEIhone</p>	
Promoting equality of opportunity for staff.	<ul style="list-style-type: none"> • Data in relation to recruitment, retention and professional development monitored. • Disclosure of disability maintained. 	Spring 16	Governor support	R Donnelly	

2. Gender Equality Plan

Targets/Actions	Success Criteria	Timescale	Resources	Responsibility	Completed
Implement appropriate remedial action as attainment differences are revealed between boys and girls and monitor results	<ul style="list-style-type: none"> • More equality in attainment scores between boys and girls 	Summer 16	Subject specific, as necessary.	R Donnelly M MCElhone M Gray	
Review resources used in teaching to ensure gender stereotyping is minimised	<ul style="list-style-type: none"> • Increase in resources with no gender stereotyping 	Summer 16	Subject specific, as necessary.	R Donnelly M MCElhone M Gray	
Undertake audit of school policies and procedures to establish baseline of present level of gender equality	<ul style="list-style-type: none"> • Audit undertaken for GES/AP 	Summer 16		R Donnelly & Governors	

3. Race Equality Plan

Our aim is to PROMOTE DIVERSITY IN A NON DIVERSE CLASSROOM					
Targets/Actions	Success Criteria	Timescale	Resources	Responsibility	Completed
Use research from Racism in Mainly White Schools (QCA Guidance) Schools to identify raise awareness of issues.	Study Group activity with staff to read research and discuss how to address the issues with our pupils.	Summer 16	Subject specific, as necessary.	R Donnelly	
Investigate the Respect for All ethos from QCA	'No young person, whatever their background, leaves our school unaware of or unprepared for the challenges of life in our complex multicultural, multi-faith society.' QCA	Summer 16	QCA Guidance, Staff meetings	R Donnelly	
Set up links between schools to address issues including racism and global citizenship.	Series of meaningful events set up that engage pupils in relevant issues.	Summer 16	Transport, School links	R Donnelly	
Review displays and books to ensure cultural diversity in Britain is represented.	Our displays/ books reflect life in multicultural Britain as well as global cultures	Summer 16	Subject specific, as necessary.	R Donnelly MMCEIhone	
Attend a LA course on promoting diversity in a non diverse classroom.	Course has impact on teaching and learning with the school.	Summer 16	CPD	R Donnelly	

EVALUATING IMPACT

We use attainment data and relative performance of different groups of learners to discuss/tackle any underachievement of specific groups and so we know that boys in our school

We use above discussions to inform SEF and school improvement priorities making reference to specific groups

We ask for feedback from pupils and other stakeholders the effectiveness of anti-bullying procedures, and our dealing with racist incidents and how safe our climate feels; and, we can give examples of changes we have made in response to the feedback.

We observe pupils in classrooms monitoring their participation, enjoyment and engagement including the ability of pupils from different backgrounds/ groups to work together; and we make reference to groups when recording observations.

We reward pupils' positive contributions and enjoyment in the school's local, regional, national and international communities.

We monitor exclusions, attendance, racist incidents and analyse data to see improvement trends.

We use all the evaluations to help inform our SEF.