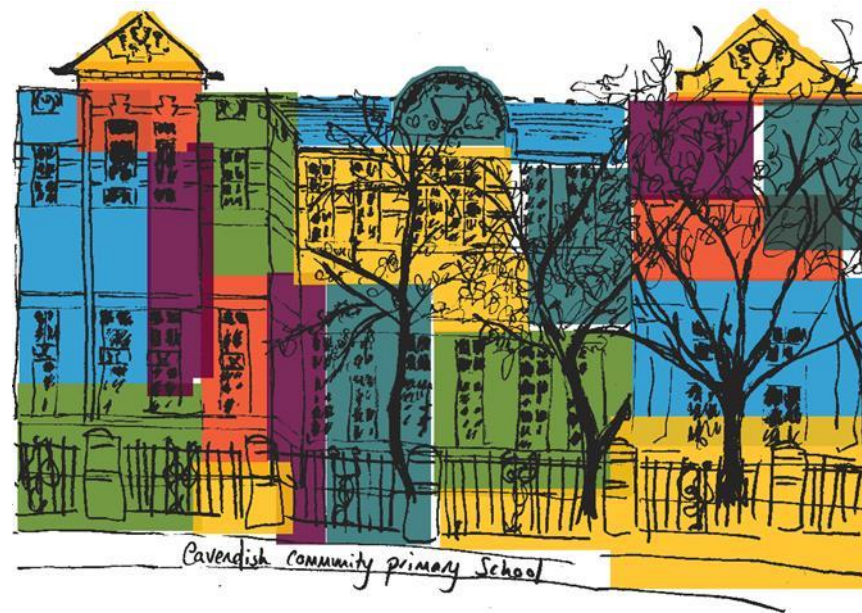


CAVENDISH COMMUNITY PRIMARY SCHOOL

Inclusion & Accessibility Plan 2023-2026





Section 1: Vision statement

Cavendish School is committed to providing an educationally inclusive school, where all our pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We will provide an inclusive curriculum which will meet the needs of all our pupils and celebrate the diversity of our community, including those with different talents, abilities and disabilities, special educational needs, different cultural, religious and ethnic backgrounds, including those with English as an additional language. We challenge barriers to learning and participation and will make reasonable adjustments to make sure that the school environment is as accessible as possible to all. All pupils will be provided with equality of opportunity. We strive to fully involve parents in the education of their children through continuous cycle of both formal and informal communication. At Cavendish Community Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our practice is informed by the specific duties required in 'The Single Equality Act' which came into place Oct 1st 2010. The Single Equality Act combines the previously existing three duties in relation to race, gender and disability into one new Equality Duty that covers all nine of the equality protected characteristics: age, disability, gender, gender-identity, race, religion or belief, pregnancy & maternity, marriage & civil partnership and sexual orientation. This scheme is closely linked to the equality scheme and the special educational needs policy and forms part of our overall strategy for promoting equality and inclusion.

- Increasing the extent to which pupils with disabilities can participate in your curriculum
 - Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer
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- Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities

Information gathering

Information on the effect of the school's policies on recruitment, development, attendance and retention of employees from the groups protected by the Equality Act will be collected, and reported to the Governing Body's Curriculum & Wellbeing Committee, and to the school's Leadership Team.

The following data will be collected, monitored and analysed in respect of gender, disability, race and pupil premium. It will be reported annually to the full Governing Body and to the school's Leadership Team:

- Racial incidents and incidents relating to other strands of equality
- Participation of children in extra-curricular activities
- Attendance levels
- Achievement, attainment and progress through pupil tracking systems.

Arrangements for using information to support the review of the action plan and to inform subsequent actions:

- The school Equality & Inclusion team will review progress against the action plan on an annual basis, and will prepare a summative report for the Governing Body and school's Leadership Team, summarising progress and making recommendations for future schemes and plans.
- The Governing Body will review progress against the action plan on an annual basis, using the Equality & Inclusion team report as a starting point and will accept, amend, reject or create recommendations on the basis of their review.

The review process will address participation and process, as well as outcomes

Strengths & Priorities for Cavendish Community Primary School

Current strengths	Priorities for development 2023 - 2026
Promote equality of opportunity	
<ul style="list-style-type: none"> ✓ Cavendish offers a broad & adapted curriculum for children of all abilities and uses additional resources to ensure all pupils are able to access the curriculum fully. ✓ Individual children have specific equipment and support arrangements which are implemented to ensure access to the full curriculum. ✓ One-page profiles ensure needs of children with SEND are understood, desired outcomes identified and strategies & resources detailed. These are shared with parents. ✓ All school communication uses Dyslexia friendly font. ✓ Best practice & expectations for inclusive classroom regularly shared & monitored-including use of visual timetables, alphabet display, Listening & Help Cards(sEe Teaching & Learning policy) ✓ Resources provided for children with specific needs eg overlays, large font IT facility, dyslexia friendly reading materials. ✓ Picture labelling throughout school to enable all children to access resources and areas equally well. ✓ LPPA award to celebrate the good practise school has in working in partnership with parents. Parent working group regularly supports school improvement. ✓ Transition day in the summer ensures important information is passed on about individual children's specific requirements to new classes and implement new ideas for new pupils. Onepage profiles shared & discussed. 	<ul style="list-style-type: none"> ➤ Further training on adaptation in the classroom & roll out of '5 a day'. Completed & a key priority in SDP 2024-2025 ➤ Class profiles so that all supply teachers, or teaching assistants covering classes are aware of needs of class. Stored in shared area & available to key staff. Use of Edukey makes SEND paperwork sharing much more efficient. ➤ School review of signage around the building to ensure that it makes the environment as accessible as possible to children and adults. Still to do ➤ Child-centred One-page profiles rolled out to all teachers in 2023-2024. All using & QA being carried out to ensure success 2024-2025 ➤ Audit of SEND practice & provision 2023-2024 by external consultant. Report complementary & shared with governors ➤ To improve the processes for induction of International Arrivals Processes put in place including Young Interpreters Scheme.

Eliminate unlawful discrimination	
<ul style="list-style-type: none"> ✓ Governors Resources Committee monitor recruitment and selection processes in relation to equality. 	<ul style="list-style-type: none"> ➤ Ensure staff code of conduct promotes messages of Equality & Inclusion. Shared with all as part of induction. ➤ Senior leadership Team ensure induction, attendance monitoring processes & appraisal systems are used to address any additional needs staff may have & explore reasonable adjustments. Working well supported by Fusion HR
Eliminate harassment	
<ul style="list-style-type: none"> ✓ Incidents of bullying related to equalities are dealt with seriously, are recorded on CPOMS. ✓ Children are encouraged to reflect on these incidents ✓ Effective induction of new staff & volunteers ✓ School promotes & model as good communication regarding children and their families and staff to ensure there is a good understanding and sensitivity towards individuals 	<ul style="list-style-type: none"> ➤ Continue to monitor behaviour incidents-including discussion & record incidents with a racial or other equality element & report to governors annually. Reported to Governors every term. ➤ Ensure Anti-bullying Policy and Behaviour Policy are implemented effectively. Child versions of both Anti-bullying & Behaviour policies. ➤ Further analysis of groups of children involved in behaviour incidents in order to offer further support where needed Reported to Governors every term. ➤ Further assemblies to discuss the protected characteristics & the Equality Act. Completed as part of Equalities value.

Promote positive attitudes to equality

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| <ul style="list-style-type: none">✓ Children sign up to their class Learning Charter at the start of each academic year.✓ Rights Respecting School & School Council ensure children have a voice in school. Both these groups promote messages of Equality both within school & as global citizens.✓ Jigsaw/PHSE lessons provide consistent messages about Equality | <ul style="list-style-type: none">➤ Equalities Week & highlight & celebrate protected characteristics -race, age, disability, etc Successful event again➤ Images across the school represent the full community within our school. Need audit.➤ Greater promotion & display of kindness commitment. Banner wall art to be created.➤ Audit of library resources. Still to do |
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Encourage participation	
<ul style="list-style-type: none"> ✓ Range of extra-curricular activities provided during lunch, before & after school, to facilitate the widest possible participation. ✓ Development of the outdoor area promotes inclusion and active involvement at playtimes. ✓ A range of school trips offered and risk assessments carried out for all school trips which facilitates the inclusion of all pupils. 	<ul style="list-style-type: none"> ✓ To ensure a broad range of cultural capital experiences for all children. Experiences gathered & shared on website ✓ To ensure good attendance of all children, regardless of barriers. Monitored through the attendance strategy ✓ Develop targeted clubs to encourage greater participation. Offer continuing to grow for vulnerable groups.
Take steps to take account special adjustments	
<ul style="list-style-type: none"> ✓ Building projects comply with and take account of the DDA and accessibility requirements. ✓ Teachers to review classroom organisation for each class, or when a new child starts, to ensure all have full access. ✓ Healthcare plans in place for children with medical needs. ✓ Governors and staff have an inclusive “mindset”. 	<ul style="list-style-type: none"> ✓ Continue to keep the Physical Access Audit updated. Check annually ✓ Continue to audit the school building and environment annually with a different focus each year on other aspects of disability Check annually ✓ Audit of EAL provision Still to do

Physical Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Nursery, Reception, Annexe, and Rhodes Building are single storey. There is disabled access in Nursery, Reception and the Rhodes Building. Nursery and Rhodes Building have disabled toilet access. Reception can access disabled toilets in the main building.</p> <p>Main Building has 2 floors and a mezzanine level. There is no lift.</p>	If required in main building, year groups can be moved around so that a child with limited mobility can continue to access their classroom by accommodating their class on the ground floor.	JT	As required
Corridor access	<p>Corridors in main building, Nursery and Rhodes Building are wide enough to allow access and space to manoeuvre to wheelchairs, mobility scooters, use of crutches.</p> <p>Area by main door in Reception is</p>	<p>Ensure that children hang personal items on pegs so that floors are kept clear.</p> <p>Ensure that a reasonable area by</p>	<p>All staff</p> <p>EYFS team</p>	Ongoing/as required

	accessible. However, accessibility for adult sized mobility devices throughout the classroom is limited due to the number of resourced areas needed to meet the EYFS curriculum.	the doors is always fully accessible to adults. Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms should the need arise, eg for a child in a wheelchair.		
Lifts	There is no lift at Cavendish and currently no plans to install one, based on cost and lack of suitable internal space.	N/A	N/A	N/A
Parking bays	There is a disabled parking bay at the front of school, and 3 disabled parking bays on the main car park to the rear of school	Ensure that disabled parking bays are left clear for blue badge holders.	JT/GE	Ongoing
Entrances	Entrances to the main building, Reception building, Nursery and Rhodes building are fully accessible.			
Ramps	Adequate ramps in place to main entrance, rear corridor, Y1/2 corridors, both entrances to single storey YR	Ensure portable ramp is available to side door if needed.	JT/ /GE	Ongoing

	<p>building; Nursery and Rhodes building do not require ramps.</p> <p>No ramps to 2 side doors in Cavendish building, inadequate ramps to annexe and side entrance not fully accessible to adult sized mobility device..</p>			
Toilets	Disabled toilets in all buildings except the annex.			
Reception area	Accessible.			
Fire alarms	Auditory fire alarm newly installed to link all buildings on same system.			
Emergency escape routes	All accessible and adequate.	<p>Routes to be kept clear of all items including children's belongings and furniture, to maintain full accessibility.</p> <p>Children with mobility issues to have a personal evacuation plan.</p>	<p>SENCOs</p> <p>Teachers</p> <p>GE</p>	Ongoing