

St Mark's CE Primary School, Natland
EQUALITY AND ACCESSIBILITY PLAN 2015 – 2017

ACCESSIBILITY of PHYSICAL ENVIRONMENT

	Targets	Strategies	Outcome	Time frame	Impact /Review
Short Term	Upgrade, rationalise and improve external and internal school signage	New signs provided internally and externally using school logo, agreed colour scheme and font	School, grounds and all entrances and rooms clearly signed Increased use of outside facilities by local residents and visitors out of school hours	Summer 2015	
	Improved lighting in Year 1 classroom	Upgrade lighting in year 1 classroom	Better lighting and more conducive visual environment in classroom	Summer 2015	
Medium Term	Improve and speed up drainage of run off from school grounds on playground	Include in plans for new classroom build (regard to be paid to colour and contrast scheme)	Reduced coverage of concrete. Area of grass planted outside new classroom to improve drainage from playground	Summer 2016	
	Reduce numbers of cars parking outside school at the beginning and end of the school day	Continue to maximise daily use of grasscrete parking area	Parents able to drop off and pick up all pupils (including disabled pupils) safely	Summer 2015 – Summer 2016	
		Regularly remind parents to park considerately and share cars where possible	No incidence of accidents or road rage caused by school traffic		
		Offer cycling training to 3 year groups and Cyclewise to Y6 pupils and encourage pupils to cycle to school where appropriate	No complaints from neighbours or other village residents		
	Repeat 'better ways to school survey'				
Long Term	Pavement extended from village to access road to the Beeches development on Natland Road	Campaign together with Natland Parish Council to lobby Kendal Town Council, the Highways Agency and SLDC	Safe walking route provided for pupils resident in the Beeches development	Summer 2017	

ACCESSIBILITY of CURRICULUM

	Targets	Strategies	Outcome	Time frame	Impact /Review
Short Term	<p>Raise awareness of curriculum needs of pupils with ASC, Epilepsy & Diabetes</p> <p>All planned teaching to take account of SEND, medical and individual pupil needs</p> <p>Inform staff of equipment and tools available to support pupils with SEND or medical needs</p>	<p>Programme of INSET in whole staff meetings</p> <p>Planned input to classes and groups of pupils as appropriate (epilepsy)</p> <p>Update staff first aid training as necessary</p> <p>Staff to discuss planning process and proforma regularly</p> <p>Ensure cohort files are updated on transition</p> <p>SENDCo to audit equipment and tools available</p> <p>Staff meeting to share information</p>	<p>Effective overview of particular groups of pupils for all staff (teaching, Assistants , support and MDS)</p> <p>Planning tools prompt teachers and assistants to consider issues of disability and differentiation</p> <p>All staff confident in using equipment and tools available to support pupils with SEND</p> <p>All pupils able to be able to access the full curriculum</p>	<p>Summer / Autumn 2015</p> <p>Ongoing</p> <p>Autumn 2015</p>	
Medium Term	<p>Teachers and TAs confident in planning for differentiation based on pupil prior learning by teaching and learning styles (quality first teaching)</p>	<p>Audit skills and competencies of teaching staff, identify teachers to benefit from training</p> <p>Second round of teacher peer observations</p> <p>Training / staff meetings / coaching sessions</p>	<p>Teachers and TAs confident to apply appropriate teaching styles and meet needs of pupils with a wide range of learning styles</p> <p>Concordance with newly adopted Teaching and Learning Policy</p> <p>All pupils challenged and making progress in each lesson</p>	<p>Spring 2016</p>	
Long Term	<p>Introduce 4 short language courses to enhance current French teaching throughout KS 2: Latin, Mandarin and Spanish</p>	<p>Explore available resources and support</p> <p>Seek support for planning and teaching units of work</p>	<p>Improved pupil understanding of the structure of language</p> <p>Improved standards in spelling and understanding of etymology in KS 2</p> <p>Better links made with people from other cultures</p>	<p>Autumn 2016</p>	

ACCESSIBILITY of INFORMATION

	Targets	Strategies	Outcome	Time frame	Impact /Review
Short Term	Upgrade website to enable more interactivity and ensure statutory expectations	End current service agreement Investigate new provider and begin new contract Investigate local support (parents, Kendal College etc) Establish policy and communications sub committee of GB to oversee website and statutory policy review and development	All parents able to access information about school events, policies and systems pupil progress, behaviour and rewards All statutory policies up to date, accessible and reviewed in good time	Summer 2015	
	Continue to use text to parents system	Purchase and install battery back up to enable use of system in crisis situations including loss of power	All parents receiving all messages as quickly as possible School staff and pupils safe because communication with parents and the emergency services is possible at all times	Ongoing	
	Develop more effective use of 'A' frame boards at front of school to include aspects of learning as well as information sharing	Develop use of boards to support learning, stimulate questions and engage parents in learning with their children <i>e.g. copies of assembly art to be displayed with questions for parents and pupils</i>	Information and reminders given to all parents accessing school building for every school event Learning conversations regularly taking place between parents and their children	Ongoing	
		Class and School Councils to discuss use of boards and communication issues Children involved in decisions about use	Communication seen as a strength of the school by the vast majority of parents and staff		
Medium Term	Plan regular Adult Learning courses	Agree priority of need e.g. KS and subject Liaise with adult Learning service	Pupils supported by confident parents in Literacy and Maths at home Standards improving with parents support	Autumn 2015, Spring 2016 and Summer 2016	
	Develop and plan regular curriculum based information evenings for parents	Plan and run parents' meetings	Parents aware of ways in which they can support learning in all major aspects of the curriculum	Ongoing	
Long Term	Repeat online survey of parent views	Questionnaires on a range of issues using NFER tools	School staff and GB able to act on clear knowledge of parent views	Autumn 2016	

