

**Previously known as – Disability and Accessibility Plan**

**To be adopted 14th October 2025**

	Target	Responsibility	Success Criteria	Time Frame
1a Development of the vision and values that inform the plan	<ul style="list-style-type: none"> <li>Review with stakeholders SEN policy and procedure</li> <li>Working relationships with parents and other agencies continue to be a priority</li> </ul>	S Roberts	<ul style="list-style-type: none"> <li>All staff and stakeholders will be fully informed of the values within the SEN policy</li> <li>Parents will be well informed and involved including through the PINs project.</li> </ul>	Autumn term 2025
1b Information from pupil data and school audit	<ul style="list-style-type: none"> <li>Continue to track individual pupil progress and plan intervention if necessary</li> <li>Ensure monitoring cycle has inclusion focus each term</li> <li>Ensure arrangements are made for ease of access to end of Key Stage/year assessments</li> </ul>	<p>All teachers</p> <p>Senior Management team</p>	<ul style="list-style-type: none"> <li>Pupils with SEND make good progress from their relative starting points.</li> <li>Where progress is less evident in the data, it will be evident in learning and progress in provision map targets.</li> <li>All pupils will be able to access summative tests, as relevant</li> </ul>	<p>Termly data tracking.</p> <p>Half termly pupil progress meetings</p>
1c Views of those consulted during the development of the plan	<ul style="list-style-type: none"> <li>Ongoing involvement of parents on a termly basis of those pupils with SEN</li> <li>Increase parental involvement through the PINs project.</li> </ul>	Curriculum committee	<ul style="list-style-type: none"> <li>There will good parental attendance at parent coffee mornings and workshops.</li> <li>Parent views will be gathered using the PINS project and parent surveys</li> </ul>	<p>termly parent meetings</p> <p>Summer 2026 SDP</p>

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	<ul style="list-style-type: none"> <li>Involve other stakeholders including Governors and children.</li> </ul>		<ul style="list-style-type: none"> <li>Stakeholders involved in school development planning</li> </ul>	
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	Target	Responsibility	Success Criteria	Time Frame
2a Increasing the extent to which disabled pupils and pupils with any additional needs (learning or medical) can participate in the school curriculum	<ul style="list-style-type: none"> <li>Maintain and develop training for Teachers and Teaching Assistants on effective adaptation of the curriculum to meet all pupils needs in order to access the National Curriculum</li> <li>Following PINS audit – training for staff relating to support for behaviours as a means of communication.</li> <li>Adapt medium and short term plans when necessary to ensure children can access the full curriculum e.g. Arthog visit</li> <li>Develop awareness of disability through focus in the curriculum, positive role models</li> </ul>	<p>Head teacher / SEN Lead / SEN support</p> <p>Governor Committee</p>	<ul style="list-style-type: none"> <li>All children will have access to full National curriculum</li> <li>Performance management in place for all staff to ensure training meets the needs of staff and pupils.</li> <li>All children will have full access to extra-curricular activities.</li> <li>Risk assessments are all written and in place for activities and specific children as needed.</li> <li>Information about specific children and their care needs will be shared to ensure continuity of care.</li> </ul>	<p>Performance management – termly</p> <p>Risk assessments – evaluated termly by Governing Body</p>

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	<ul style="list-style-type: none"> <li>• Monitor participation in curricular and extra curricular activities, including before and after school provision.</li> <li>• Assess physical needs of children and provide necessary resources</li> <li>• Risk assessments reviewed and modified as necessary</li> <li>• Ensure transition from class to class, school to school is smooth</li> </ul>			
<p>2b</p> <p>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:</p>	<ul style="list-style-type: none"> <li>• Ensure any new developments in the outside learning environment are accessible to all children</li> <li>• Ensure planned modifications to the interior of either building take into account the needs of all learners and are accessible for all current and future pupils.</li> <li>• Consider application for Accessibility funding for the development of sensory room area in Victorian building.</li> </ul>	Resources Committee	<ul style="list-style-type: none"> <li>• The building will be accessible to all pupils.</li> <li>• All children will be able to access education and extra-curricular activities, including use of the outdoor area.</li> </ul>	Aut 25

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2c Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:	<ul style="list-style-type: none"> <li>• Access relevant support services, when necessary, to produce school documentation in required format e.g. Large print/Braille</li> <li>• Consider needs of all pupils when planning lessons</li> </ul>	Head / SENCO	<ul style="list-style-type: none"> <li>• The school will have contacts to relevant support agencies to use as appropriate – Sensory Inclusion Support in particular supporting children with hearing impairment</li> </ul>	Ongoing
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	Target	Responsibility	Success Criteria	Time Frame
3a Management, coordination and implementation	<ul style="list-style-type: none"> <li>• Planning delegated to the Resources committee</li> <li>• Governors have role in monitoring effectiveness</li> <li>• Advice and guidance sought when needed from external agencies</li> </ul>	Resources cttee Head	<ul style="list-style-type: none"> <li>• The plan is managed and coordinated effectively</li> </ul>	Autumn 24

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3b Getting hold of the school's plan	<ul style="list-style-type: none"><li>• Share plan with staff and governors, and with parents on the website</li><li>• Inform parents of existence in school prospectus-available on request and website</li><li>• Make available on demand in different formats e.g. school website, audio format (if requested)</li></ul>	Resources cttee Head	<ul style="list-style-type: none"><li>• Plan checked for jargon / type face / ease of reading</li><li>• Prospectus updated</li></ul> Availability on school website	Autumn 25
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<p><b>2024-25</b></p> <p>Element 1 :Promoting equality of opportunity between disabled people and other people;</p> <p>Element 2 : Eliminating discrimination that is unlawful under the DDA;</p> <p>Element 3: Eliminating harassment of disabled people that is related to their disability;</p> <p>Element 4: Promoting positive attitudes towards disabled people;</p> <p>Element 5 Encouraging participation in public life by disabled people;</p> <p>Element 6 Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.</p>	<p>Headteacher / Governors</p>	<p>Autumn 24 / Ongoing</p>	<p>E1 Our recruitment process encourages all to apply for jobs. There is no discrimination. Admissions into school enables equal opportunities for all.</p> <p>E2 Processes and procedures are in line with the law</p> <p>E3 There are no incidents of harassment related to disability</p> <p>E4 SMSC Monitoring shows that pupils and adults at school have positive attitudes towards adults and children with disabilities of any kind. There is no discrimination evident.</p> <p>E 5 Disabled children and adults take on roles and responsibilities in school; there is equal access for all.</p> <p>E5 Pupils with disabilities will have their needs met. This will be evident in Individual Provision Maps or Education Health Care Plans.</p>	
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