

High Ercall Primary School Equalities Plan 2026-27 Completed by GL . Resources Committee

Previously known as – Disability and Accessibility Plan

To be adopted 13th October 2026

	Target	Responsibility	Success Criteria	Time Frame
1a Development of the vision and values that inform the plan	- Review with stakeholders SEN policy and procedure - Working relationships with parents and other agencies continue to be a priority	S Roberts	- All staff and stakeholders will be fully informed of the values within the SEN policy - Parents will be well informed and involved including through the PINs project.	Autumn term 2026
1b Information from pupil data and school audit	- Continue to track individual pupil progress and plan intervention if necessary - Ensure monitoring cycle has inclusion focus each term - Ensure arrangements are made for ease of access to end of Key Stage/year assessments	All teachers Senior Management team	- Pupils with SEND make good progress from their relative starting points. - Where progress is less evident in the data, it will be evident in learning and progress in provision map targets. - All pupils will be able to access summative tests, as relevant	Termly data tracking. Half termly pupil progress meetings
1c Views of those consulted during the development of the plan	- Ongoing involvement of parents on a termly basis of those pupils with SEN - Increase parental involvement through the PINs project.	Curriculum committee	- There will good parental attendance at parent coffee mornings and workshops. - Parent views will be gathered using the PINS project and parent surveys	termly parent meetings Summer 2027 SDP

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	Involve other stakeholders including Governors and children.		Stakeholders involved in school development planning	
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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	- 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 - Following PINS audit – training for staff relating to support for behaviours as a means of communication. - Adapt medium and short term plans when necessary to ensure children can access the full curriculum e.g. Arthog visit - Develop awareness of disability through focus in the curriculum, positive role models	Head teacher / SEN Lead / SEN support Governor Committee	- All children will have access to full National curriculum - Performance management in place for all staff to ensure training meets the needs of staff and pupils. - All children will have full access to extra-curricular activities. - Risk assessments are all written and in place for activities and specific children as needed. - Information about specific children and their care needs will be shared to ensure continuity of care.	Performance management – termly Risk assessments – evaluated termly by Governing Body

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	• Monitor participation in curricular and extra curricular activities, including before and after school provision. • Assess physical needs of children and provide necessary resources • Risk assessments reviewed and modified as necessary • Ensure transition from class to class, school to school is smooth			
2b Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:	• Ensure any new developments in the outside learning environment are accessible to all children • 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. • Consider application for Accessibility funding for the development of sensory room area in Victorian building.	Resources Committee	• The building will be accessible to all pupils. • All children will be able to access education and extra-curricular activities, including use of the outdoor area.	Autumn 2026

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2c Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:	• Access relevant support services, when necessary, to produce school documentation in required format e.g. Large print/Braille • Consider needs of all pupils when planning lessons	Head / SENCO	• The school will have contacts to relevant support agencies to use as appropriate – Sensory Inclusion Support in particular supporting children with hearing impairment	Ongoing
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	Target	Responsibility	Success Criteria	Time Frame
3a Management, coordination and implementation	• Planning delegated to the Resources committee • Governors have role in monitoring effectiveness • Advice and guidance sought when needed from external agencies	Resources cttee Head	• The plan is managed and coordinated effectively	Autumn 2026

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3b Getting hold of the school's plan	• Share plan with staff and governors, and with parents on the website • Inform parents of existence in school prospectus-available on request and website • Make available on demand in different formats e.g. school website, audio format (if requested)	Resources cttee Head	• Plan checked for jargon / type face / ease of reading • Prospectus updated Availability on school website	Autumn 2026
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2026-27 Element 1 :Promoting equality of opportunity between disabled people and other people; Element 2 : Eliminating discrimination that is unlawful under the DDA; Element 3: Eliminating harassment of disabled people that is related to their disability; Element 4: Promoting positive attitudes towards disabled people; Element 5 Encouraging participation in public life by disabled people; Element 6 Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.	Headteacher / Governors	Autumn 2026 / Ongoing	E1 Our recruitment process encourages all to apply for jobs. There is no discrimination. Admissions into school enables equal opportunities for all. E2 Processes and procedures are in line with the law E3 There are no incidents of harassment related to disability 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. E 5 Disabled children and adults take on roles and responsibilities in school; there is equal access for all. E5 Pupils with disabilities will have their needs met. This will be evident in Individual Provision Maps or Education Health Care Plans.	
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