



Accessibility Plan

St. Andrew's C of E Primary School

September 2017

April 2015 (updated September 2017):

Equality Objectives (and Accessibility Plan appendix)

Objective 1: To measure the impact of extended learning activities on attainment and learning in the classroom. For focus groups (Boys, Girls, Pupil Premium, EAL) to reach age expected levels by the end of KS2 or to make good progress from Year 3 to Year 6. Chosen with the Leadership Team and Extended School Academy Coordinator with data that establishes which groups require thought into improving their attendance at after school clubs.

Procedure

- Analysis of after school clubs and how many of the overall roll attend –use of 2016-17 academic year data
- Analysis by staff of pupil progress and the identification at the half term points of children who are falling behind in KS2
- Use of data (bullet point above) to continue to target pupils for clubs, and extended school activities
- Consultation with parents and children about clubs and whether there are any perceived gaps in provision (each year)
- Continue identification of particular groups in order to raise the overall number attending clubs but also a focus group identified whose progress needs accelerating
- Contacting parents/families of identified groups personally (FSM and added groups where appropriate)
- Set funding requirements for the 2015-2016 budget

Responsibility

Pupil Premium lead & Extra-Curricular lead will:

- Continue to collate and analyse activity club attendance data
- Continue to contact parents personally to consult and to discuss attendance at clubs.
- Continue to collect registers of all activity clubs
- Co-ordinate children coming to clubs and liaise with outside providers
- Write termly newsletters and advertise
- Continue budget planning

Headteacher and Deputy Headteacher will:

- Manage senior teams in all self-evaluation procedures including pupil progress
- Analyse data to identify children who need to accelerate their progress
- Liaise with Extra Curricular Lead to identify children not coming to clubs who are not progressing as well as they could and contribute to identifying a focus group

Measurable indicators:

1. To improve the percentage of pupils attending clubs.

Summer 2015:

50% of children took part in one or more club

41% of SEN children took part in one or more club

33% of Pupil Premium children

45% of EAL children

We identified that we need to increase the level of participation of SEND children, and those whose attendance at school is a concern. This will help to increase the overall level of participation in activity clubs.

Target: For the focus groups to make good progress from Year 3 to the end of KS2 or to reach age related expectations thus ensuring the gap is narrowed for these children.

Timing

- To continue work on this plan with immediate effect
- To measure progress half-termly but continue with focus groups until they reach year 6

Expense

- £7000 Pupil Premium to support identified groups to do paid clubs, trips and activities
- Extended Schools Co-ordinator time Learning from Others
- Consultation with families of identified groups
- Liaison with Class Teachers, Home-Link Worker, School Office, Club Providers
- Pupil Premium Review April 2015 – See Action Plan.

Objective 2: To ensure that where under-achievement or under-attainment is identified in particular groups, the school works to narrow the gap and increase the progress of those children. To ensure all groups are at least in line with similar groups nationally at the end of 2014-2015 and to aim for good average progress and the narrowing of gaps in each cohort every year.

Chosen At beginning of academic year (data-based decisions re the focus for the next academic year's being made at the end of the previous academic year). Groups where achievement and progress is of concern.

- SEN Support children throughout the school.

- More Able

- Pupil Premium children

Procedure

Use of tracking data to look at each identified group and pupil progress meetings/performance management process to target groups who may be falling behind.

Responsibility

AH to take responsibility for groups and monitor progress.

Measurable indicators

- Measure progress data and aim for children to make progress from baselines in interventions. For all groups to be at least in line with similar groups nationally at the end of KS2

Timing

- Half-termly pupil progress meetings, termly data, and yearly comparison to national attainment and to look at average progress and individual progress
- Yearly self-evaluation cycle

Expense

- Teacher/Teaching assistant costs including for interventions/boosters
- Pupil premium money – to meet individual needs

Problems

- Gauging comparison with national for particular groups when a child is in two or more of the identified groups thus a complex situation

Learning from Others

- Work with agencies and consultants to explore best interventions for each group and ways to assess small steps of progress in interventions

Objective 3: To teach more about the richness and diversity of the UK and Britishness, and to ensure the ethnic and cultural backgrounds represented in the school are celebrated and acknowledged. To ensure that the school celebrates one cultural event each year as a whole school community.

Chosen by the Headteacher/SIAMs and PSHCE Leader in order to reflect the change in ethnic mix which has increased in the last few years, and to reflect the Government agenda on Britishness.

Procedure

- Audit for equality using parent questionnaires
- Discussion with relevant subject leaders
- Use SIMS data to ascertain ethnic/cultural/religious mix of each class
- Consultation with SIT team.

Responsibility

- All staff to be aware of the religious and cultural mix of children in their class and to aim to celebrate/learn about those religions and to celebrate/learn about any special days or events linked to those represented cultures each year.
- Head/PSHCE Leader responsible for assemblies to aim to invite visitors in to represent different faiths and cultures

- RE leader to ensure visits and visitors are organised linked to appropriate topics covered.
- To celebrate Britishness.

Measurable indicators

- All classes to evidence cultural activity related to those in their class (using SMSC doc).

Timing

- July, each academic year

Expense

- Cost of coaches/expense related to trips and resources

Challenge

- To find appropriate speakers from various representative cultures and faiths to assist children in their understanding of diversity.

Learning from Others

- Involve parent body in sharing from their own faith/cultural perspective