



**Accessibility & Equality Plan 2025-2026**

**FOCUS: - All Stakeholders**

**LEADERS: - Mrs Katie Downs (Inclusion Leader), Ms Loraine Bant (Chair of Governors) and Sarah Cooper (PSA)**

**UPDATED**

TARGETS	IMPACT	SUCCESS CRITERIA	ACTIONS	RESOURCES, TIME, FINANCES	MONITORING WHO AND WHEN?
Review the Accessibility & Equality Policy 2024-2025 and the Accessibility and Equality Plan 2024-2025	2024-2025 Accessibility and Equality Policy reviewed and published	2024-2025 A & E Policy and Plan reviewed and 2025-2026 Policy and Plan published & online	KD, LB and working party to review policy yearly	LB, KD and A & E Plan Group meeting time	LB/ KD Term 1 2025-26 FGB 1 <sup>st</sup> FGB 16/10/25
Assess the impact.	2024-2025 Accessibility & Equality Plan reviewed and assessed	Governors have ratified policy	FGB to meet to review A & E Policy and ratify	FGB Meeting time	LW, KD & LB - share with A&E Plan Group
Update and draft the Accessibility and Equality Policy 2025-2026 and the Accessibility and Equality Plan 2025-2026, Govn. ratify and publish both	2025-2026 Accessibility and Equality Plan drafted	Governors and staff understand accessibility and equal opportunity and seek to uphold all aspects of this	Conduct an annual Accessibility Audit and publish this on the website updated Sept 2025		KB & AS Term 1 A&EP Group Term 1
	All stakeholders understand contents of A & E Policy 2024 - 2025 and A & E Plan 2025-2026	Stakeholders have a 'voice' and are consulted	Annual dates set for reviewing the A & E Action Plan and Policy		A&EP Group as needed - set A&EP Meetings 22.09.25 19.01.26 27.04.26 & End of Term 6 29.06.26 SL & LB
	Our school provides equal opportunities for all individuals with protected characteristics	School culture embeds equality for all and seeks to support Vulnerable Groups	SLT and Phase Leaders (PLS) to discuss policy issues when needed and consult site staff as needed		
	Views of current stakeholders taken into consideration	Parent and carer positive relationships are further developed and consolidated	Staff to have any changes outlined to them in staff meetings		
	We operate consistent, good quality support which is embedded in school culture		New staff/Subject Leaders to be aware of Equality Impact	Leadership time	PLs in meetings
	Even closer relationships developed with parents and		Assessments (EIA) and how these are used to review policies and inform future actions on	Meeting time	KD as needed

	carers		<p>Accessibility &amp; Equality Plans in future (see below). Train them where necessary</p> <p>Plan available to parents/carers via website and prospectus</p> <p>Evaluate and monitor data targets set for 2025 to 2026 and review impact of these through the year</p> <p>Additional parents/carers invited to join the A&amp;EP group through text, email and newsletter - leave to September 2026</p>	<p>SLT &amp; Phase Leader meeting time.</p> <p>Staff meeting time</p> <p>Time Leadership time</p>	<p>KD and AS Term 1</p> <p>KD Term 2-6</p> <p>KD Term 1 and 2</p>
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<p>Train new and remind existing staff of Equality Impact Assessment criteria</p>	<p>New staff understand how to assess school policies against set criteria for Equality Impact Assessments</p> <p>Established staff confidence in reviewing policies using these forms</p> <p>A&amp;EP Group fully aware of any negative or positive impact from EIA forms</p> <p>Necessary changes made to policies and staff training</p>	<p>Untrained staff have basic training in EIA</p> <p>Staff trained feel confident about how to assess policies</p> <p>Policies assessed for positive and negative impact on Protected Characteristic Groups and changes made as necessary</p>	<p>Existing and new staff know how to complete an EIA and complete these alongside their policy review</p> <p>Collect, analyse and review EIA forms that 'flag up' any adverse issues- Hub Leaders to inform A&amp;E P group</p> <p>Staff to be aware of any necessary changes in the light of EIAs.</p>	<p>Staff Meeting time</p> <p>A&amp;EP Meeting time</p>	<p>A&amp;EP Group in meetings (Set above)</p> <p>KD</p> <p>KD &amp; LB A&amp;EP Group On-going throughout year</p>
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Ensure our curriculum supports all Vulnerable pupils including EAL/NEGS/PP so that they make expected progress	EAL/NEG/PP & other Vulnerable groups make good progress and achieve well  Gaps are plugged by high quality planning and teaching	Our curriculum continues to plan for and support EAL/NEG/PP and other vulnerable pupils  Vulnerable Groups included and targeted for 'catch up' tutoring and ICT support  Provision Maps written and updated by staff and discussed in DD Meetings. Quality Assured by LW/JF/KD	Our curriculum assessed and updated regularly  Catch up sessions planned for vulnerable pupils and delivered by tutors  ICT supported via new laptops/ tablets /1:1 home support on OneNote or Tapestry  EAL pupils highlighted and supported via Provision Planning/ Speech and Language support and high-quality language support	In class support	SLT & PLs Monthly CTs & TAs Terms 1 - 6
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Ensure continued monitoring of accessibility for disabled stakeholders across the site	Access to school site for all stakeholders compliant  Evac-chair stored and for use  Access to Rossetti Lift  Critical Incident Policy updated annually alongside Fire/Bomb evacuation procedures and staff are fully aware and confident in Health and Safety expectation that apply to them  New Fire Marshals fully established	Clear on-site safety expectations are in place for all stakeholders  Visitors supported by clear PEPs  Evac-chair training completed for relevant staff  Well maintained lift available in the Rossetti Building  Robust Emergency procedures and evacuation plans in place  Fire Marshals understand role and responsibilities	Site staff to inform the HT of any changes in the buildings of grounds that could affect accessibility  Personal Evacuation Plans and site maps available to disabled visitors Provide Evac chair training with Rossetti staff if needed for specific child/adult  LIFT serviced  JF to review Critical Incident and Fire/bomb procedures and updated staff  Fire marshal training add September 2025	Finance through School Premises budget  Review/ Write PEPs Stored until training required  Site time  Staff Meeting time	KB & JF updated by DD & GF as required KD & JF  KD  DD & Outside company x2 per year JF Sept 2025  Fire Marshals - LouiseW, JF, Ab, KD, ME, FD, DD, GF Every 3 years
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	Kerbs regularly highlighted in yellow for visually impaired persons	Kerbs painted in yellow and checked again in Summer 2026, including to edge of steps	Ensure kerbs are painted in a contrasting colour i.e. yellow.		Summer 2026
	Ensure all areas of temporary build are accessible for all	All entrances are wheelchair accessible and all flooring is even and safe	Regularly prune back bushes and plants from walkway as required.  Checked by site team and KD/LW/LB		As changes occur

Pupils and staff are supported with toileting needs	Toilets are suitable for vulnerable pupils and changing facilities are available	Pupils have Intimate Care Plans for toileting  Staff are able to change pupils safely Parents and carers are support by School Nurse & LG	Mr Mac Disabled Toilet available for use to change pupils - meet with staff to advise of these and ensure necessary resources are in place Intimate Care Plans written and updated  Children's parents / carers supported by School Nursing Team /SC	Time  SC time	KD KB and AB Term 1 2025 and as needed  SC as needed
Ensure BSL/EAL interpreters are booked for parent/carer meetings and training offered to staff if required	Parents and carers with EAL needs feel supported and included in their child's learning journey and have the same information as all other parents/carers  Google Translate on school system and being used	Parents, carers and teachers are supported in clear communication techniques	Ensure AB (BM) is informed of any event when an EAL or BSL interpreter will be needed Contact EH (who signs BSL) as well AJ speaks Polish) if needed  AB/KD/SC to confirm with staff member leading the meeting/workshop that an interpreter will be in attendance and arrange any changes in venue/timings etc. Attach booking onto other meetings where possible to secure best value  Staff to use Google Translate to assist	Office time  KD leadership time and possible cost of translator.	KD & CTs as per meetings booked  AB/KD/SC

	<p>Interpreters booked as necessary</p> <p>EAL support introduced to all staff by KD - resources stored on shared area</p>		<p>KD to do training with staff and provide resources</p>	<p>KD Training time</p>	<p>CTs/MH</p> <p>KD training time</p>
<p>Review gender and EAL gaps in English/Maths</p>	<p>A&amp;EP team and CTs fully understand and can act on data results for 2024-25 and ongoing 2025-2026</p>	<p>All staff and A&amp;EP Team have evidence of gender and EAL gaps so they can address any issues in attainment and achievement in 2024-26</p>	<p>Review individual and class/year group data in Pupil Progress Meeting</p> <p>Review over all school data</p> <p>Named pupils supported via Provision Maps, Catch Up Funding and tutoring programme</p>	<p>PP Meeting time and CS cost</p> <p>A&amp;EP Meeting time</p> <p>Leadership Time</p>	<p>JF to analyse data x 3 per year</p> <p>KD x 3 per year and as needed</p> <p>CTs gather data in Terms 2,4 &amp; 6 and act on throughout the year</p>
<p>Ensure all EAL pupils are correctly assessed using the EAL Assessment Framework (NASSEA)</p> <p>Ensure new staff are trained in EAL assessments and existing staff are confident</p>	<p>EAL pupils are tracked carefully and have their needs met</p> <p>New staff are trained and training reviewed in staff meetings</p>	<p>Classroom Teacher Assessments</p>	<p>Data from teacher assessments to be analysed and support added to Provisions Maps</p>	<p>CTs class time</p> <p>A&amp;EP Team review time</p>	<p>All CTs Term 3 &amp; 6</p> <p>A&amp;EP Team</p>

<p>To develop parental involvement within the Accessibility and Equality Plan Group so that there is a wider inclusion and 'voice' for Vulnerable Groups</p>	<p>An increased parental involvement in the A&amp;E Plan group Increased parent and pupil voice for vulnerable groups</p>	<p>Parents are able to play an active part in the processes which support vulnerable pupils</p>	<p>Parents and carers invited to join the A &amp; E Plan group via newsletter and email.  Active canvassing for representation of vulnerable groups in ASD/ADHD/SALT/EAL  Additional parents/carers invited to join the A&amp;E Team via text, email and newsletter</p>	<p>Leadership time A&amp;E Plan meeting time LW/KD/LB/SC  KD/AB time</p>	<p>LW/KD/LB/SC 3x annual meetings  KD Term 1 and 2</p>
<p>Relevant Documents</p>	<p>The Equality Act 2010: guidance <a href="https://www.gov.uk/guidance/equality-act-2010-guidance">https://www.gov.uk/guidance/equality-act-2010-guidance</a></p> <p>The Equality Act: Advice for Schools (Chapter 5 The Public Sector Equality Duty) <a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a></p> <p>Birchington CE Primary's Equal Opportunities Policy This can be on the school website under the tab marked Information: policies: general</p> <p>Accessibility &amp; Equality Information and Accessibility Audit This can be found on the school website under the SEND tab.</p>				