



LMPS Accessibility Plan

Aim: To enable equality of opportunity for all 2020/21

This is typical practice although there are some elements that are not in place such as trips and swimming due to COVID- 19 however, this does not discriminate against any one group.

Focus consideration for potential disability/ equality issue limiting accessibility	Situation at present	Action/ Objective	Timescale	People involved	Monitoring
Building & Environment	The buildings continue to comply with Disability Discrimination Act regulations. However, we do not have a lift so pupils/ staff / parents and visitors with a mobility issue cannot access upstairs	Continue to improve clarity of our visual signage Consider a stair lift to improve accessibility	Summer Term2020	SBM / HT / Site Manager	Governors/ SBM
Behaviour management	Behaviour and discipline policies and procedures reflect commitment to reducing exclusions; they are applied consistently across different racial groups; significant differences in exclusion rates between social or ethnic groups are identified, and appropriate action taken to reduce these differences; there	Online behaviour management tracking systems result in us been able to more effectively tracked Review of behaviour policies annually Increased pastoral role through reviewing AHT role and responsibilities places greater focus on the behaviour and well - being of pupils	ongoing	AHT	Governors through termly report

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	<p>are good procedures for re-integration of pupils (no sense of stigma) and for raising standards of discipline for all groups; racist bullying is effectively tackled and incidents recorded, with regular reports to the LA</p>				
Teaching and learning	<p>Teaching is inclusive and supportive of those pupils with additional language and literacy needs, those who are under confident and those who are the highest attaining</p>	<p>This will ensure effective tracking and communication between small group intervention and whole class activities.</p> <p>A robust approach to supporting children with mental health issues has been introduced and is having a significant impact on the well- being of these pupils Language / communication needs friendly classroom checklists are included in staff guidance and are implemented</p>	ongoing	All teaching staff	<p>SLT through overall monitoring and data review Engagement in the NO Learner Left Behind project.</p>

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Curriculum	<p>We endeavour to avoid choosing texts or presenting scenarios which discriminate, condone or portray stereotypes. We follow the PSHE and RHE schemes of work, particularly the work on relationships and families. We challenge stereotypes across the curriculum and encourage pupils to be open minded in their attitudes to disability</p> <p>Use of United Nations convention of the rights of the child (Right Respecting – Gold) to underpin all aspects of school life.</p> <p>The school learning values focusing on the learning of every child and we align our work with British Values</p> <p>Curriculum content contributes to an appreciation of cultural diversity and challenges prejudice, bias and stereotype regardless of proportion of minority ethnic pupils</p>	<p>Ensure that all children are given access through intervention by both school staff and outside agencies.</p> <p>Ensure that reasonable adjustments are made for pupils who present challenging behaviour e.g. personalised learning, adjusted groupings and buddies</p> <p>Curriculum overview maps allow for better planning coverage across all areas and maximizing opportunities for learning about cultural diversity. We have worked with an external advisor regarding the decolonisation of the curriculum</p> <p>School trips include local visits (Gurdwara, library, swimming pool) as well as trips further afield</p> <p>We have strong links with our</p>	<p>Annually in July</p> <p>Ongoing with annual review</p>	<p>Teachers, LSAs and TAs</p> <p>Input from outside agencies e.g. SALT, OT, EP etc.</p>	<p>DHT</p> <p>SENCO at reviews</p>

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	<p>Mainstream curriculum provides pupils with opportunities to learn about and become more involved in the life of their communities</p> <p>Pupils’ spiritual, moral, social and cultural development takes into account different faiths and backgrounds of pupils</p>	<p>high schools.</p> <p>Visits into school have included the fire and police services.</p> <p>School to school activities take place such as sporting events with local schools</p> <p>Knowledge about a wide range of different faiths are taught through RE. Parents have been given the opportunity to view SRE materials and opt out if they feel it is not suitable for their child due to personal beliefs/ morals</p> <p>Interfaith activities and religious assemblies allows pupils to celebrate all the faiths found within the school and community</p> <p>Occasional days are set in line with key religious events</p>			
Achievement of pupils	Continue to promote raising attainment and progress in all year groups and for all groups of pupils.	Continue to use gap analysis and other assessments to inform planning.	Half termly	Teachers, LSAs and HLTAs	Pupil progress meetings HT / DHT /SENCo/AHT

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	<p>Continue to work with staff to ensure they do not limit pupils by making assumptions about their ability to learn.</p> <p>Assessment arrangements enable all pupils to attain at the highest level and do not put any pupils at disadvantage; target setting, grouping and resource allocation</p> <p>Support for pupils takes the form of additional language and literacy support to raise pupils' standards and achievement as well as pastoral support in the form of for instance positive role models, peer mentors/mentors/counsellors</p>	<p>Continue to provide additional support/ intervention and monitor progress.</p> <p>Introduction of passports for pupils falling in vulnerable groups. Close working relationships with parents and carers.</p> <p>Extra time will be applied for KS2 exams for pupils who need it (SEN). Scribes and 1:1 readers will also be provider for maths and SPaG tests.</p> <p>SEN pupils are assessed against their specific targets to ensure they make progress.</p> <p>Teachers are encouraged to make sure practical assessment activities are taking place and high quality training has been provided</p>			

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		We have a range of language and literacy support strategies Counselling referrals to external help			
Sports	We promote inclusion. All pupils are given an equal opportunity to participate in sports. We offer differentiated levels of activities and support if appropriate.	Continue to offer sports to all pupils. Continue to monitor attendance. Uses of sports premium to enable all children have a wide access to a range of sports and activities.	ongoing	Teachers, LSAs and TAs, Fit for Sport (PPA, extracurricular clubs), PE Lead	List of pupil participants
After school and lunchtime clubs	We promote inclusion. All pupils are given an equal opportunity to participate in after school and lunch time clubs.	Continue to offer after school & lunchtime clubs to all pupils. Promotion of lunch time talk opportunities with counselling service Continue to monitor attendance. Work closely with all outside providers to ensure fair access to the clubs.	Ongoing	Teachers, LSAs and TAs	HT / DHT/SBM
Staffing -Recruitment	All positions advertised are open to any applicant. Applications are	Ensure that all applications are judged on merit.	Ongoing	Governors / HT	Governors / HT

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	judged strictly on merits according to the LBE recruitment guidance. Candidates' applications and their interviews are scored against relevant criteria. HR advice and participation in selection and appointment.			/DHT	
Staffing -Pay	All employees are paid in line with nationally agreed pay scales, pending government review and a rigorous performance management system allows for professional development and progression	Ensure that all staff are paid on the correct scale and additional payments are clearly linked to clear responsibilities	Ongoing	HT/ SBM	Governors
Use of supply staff	We only use supply agencies as a last resort and use non class based teachers, HLTAs and Cover Supervisors to cover to ensure continuity for our pupils. However when we have cause to use agencies we use those which supply suitably qualified teachers.	Ensure appropriate supply cover is obtained which promotes continuity and progression in pupil learning. Ensure all new supply staff have access to the induction and safeguarding procedures	Ongoing	HT / DHT / Admin team	DHT monitor performance
Students including work experience	Placements are encouraged for all students/ trainees.	Ensure that all students receive appropriate support and that	Ongoing	DHT's	HT

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		trainees promote continuity and progression in pupil learning. Use of induction and safeguarding procedures.			
Outside agencies	All staff be they permanent or agency are equally welcome in our school.	Ensure that all pupils have access to appropriate support.	Ongoing	HT/ SENCO/ DHT/Teachers/ Admin staff	HT / SENCO/DHT monitor performance
Governors	Ensure that we have a Governing Body that represents the local community and that understands the core learning values that underlie all aspects of school life.	Ensure good quality governance, and that Governors hold the school to account and work in close partnership with the leadership team.	Ongoing	HT / Chair of Governors	Governor annual self-review and development.
Policies	School policies are regularly reviewed. We adopt LBE policies and procedures related to employment.	Ensure that all policies are considered and meet any statutory duty or guidance. Use of a written timetable to review policies on rolling programme taking account of DfE guidance regarding review cycles.	Ongoing	Governors / HT / DHT / SBM/SLT and clerk to the Governing Body	Governor policy reviews
School Improvement Plan	Issues related to disability are included where they are relevant. We ensure the priorities meet the needs of our community ensuring equality of opportunity.	Ensure the plan refers to equality objectives as appropriate.	Ongoing	Governors / HT /DHT/Senco	Governors

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Contact with parents	<p>The building is fully accessible for parents and easy access rooms can be used for meetings as needed.</p> <p>Newsletters are emailed weekly and there are regular update emails/ texts</p> <p>We make use of community languages to meet the needs of our community – translation service is provided where possible.</p>	<p>Continue to strive to involve all parents in every pupil's education.</p> <p>Further develop the school website to provide alternative means of access to school information.</p>	<p>Ongoing</p> <p>Ongoing</p>	All staff	SBM
Uniform	Our uniform policy promotes inclusion of all groups.	Provide second hand uniform at key points in the year rather than throughout the year	Annually when brochure is updated	HT PTA School Council	Governors
Bullying	We challenge any pupil who espouses the view that people with disabilities are inferior in any way. This is challenged within our school learning values, anti-bullying policy and Behaviour for learning Principles. Pupils are taught about the importance of respecting other	Monitor behaviour records and adapt PSHE curriculum and assembly content if necessary to challenge disability discrimination and teach ways of demonstrating equality.	Termly	HT / DHT / AHT/ SENCo	HT / DHT

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	<p>people and how to relate positively with people of all backgrounds (Rights Respecting, Relationships and Health Education, British Values, our LMPS Values and SMSC).</p>				
Staff training	<p>Continue our programme of equality awareness training including Relationships and Health Education , Mental Health and Wellbeing, Healthy Schools and occasional sessions for all staff dependent on the needs of the school (e.g. Safeguarding, Diversity Role Models, Team Teach De-escalation)</p> <p>Partnership arrangements with local schools, colleges, supplementary schools, voluntary and community organisations are in line with school’s equality policies.</p>	<p>We ensure training is bespoke to individual needs and all staff have an equal opportunity to access training. This is discuss through termly appraisal meetings and 1 to 1 with senior staff</p>	Ongoing	<p>HT/ DHT/ SENCO, Ealing Counselling service Counsellor</p>	Governors