

Accessibility Plan 2025-28.

At Congerstone Primary School, we are committed to ensuring an inclusive environment where all staff, children, governors, parents and carers feel safe and treated with kindness and equal status in line with the Equality Act; free from victimisation, harassment and discrimination;

Our plan is guided by our vision and aims and wants to challenge any negative attitudes which may exist in relation to equality. It is the expectation that all pupils who leave Congerstone in Year 6 will have a balanced view of society and its differences and be an advocate for equality, so that all those connected to our school feel proud of their identity and able to participate as fully as possible in all aspects of school life.

We understand disability to be: *'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities.'*

Equality aspect	Situation at present	Action	By whom	When	Monitoring	Expected Outcomes
Achievement of children	Ongoing monitoring of achievement and progress, to ensure all is done to maximise progress & achievement of all children	- Continue to use assessment for learning daily and provide additional support/challenge as appropriate. - Work with parents to maximise attainment and attendance, where required	SENCO + Headteacher	Ongoing	Track all aspects of achievement for different groups of children, Use progress meetings with headteacher to ensure progress is discussed	- Progress for all groups maximised through excellent challenge/support in school, including intervention where required. - Attendance of all groups monitored & maximised - Parents work with school to maximise attainment and attendance
Access to the curriculum	- Lessons and resources are tailored to allow all children to feel included and ensure they can access the curriculum - Opportunities for sporting events and clubs are available for all	Use PSHE lessons and assemblies to reinforce school ethos of equality, tolerance and understanding of all people, including recognition/awareness of some national events/campaigns	All staff RE. PSHE and Headteacher	Ongoing	End of unit assessments Pupil Voice questionnaire	- Staff promote excellent awareness of disability inclusion, racial tolerance and understanding of gender - All children have awareness of disability inclusion, racial tolerance and understanding of gender. - All children continue to develop levels of tolerance and understanding of disability, gender, all cultures and races. (+ other protected characteristics where appropriate)
		- Ensure RE is accessible and promotes all faiths/cultures - Use Leicester Diocese curriculum for lessons			Monitor pupil views relating to cultural awareness in lessons Curriculum overviews	All groups demonstrate positive views about all faiths and cultures within lessons and assemblies
		- Ensure PE is equally accessible and promoted to all - Monitor extra-curriculum participation is representative of all.	Monitored by all staff Headteacher	Ongoing	Pupil Voice questionnaire Attendance at sporting events and clubs PE hall display	All children have equal access and promotion to all areas of the PE curriculum and extended curriculum including before and after school clubs.

		• Recognise and celebrate achievements of all children • Promote an inclusive approach to contributing to school life. E.g school council	All staff		Celebration assembly Gold Book Merit assembly Green Book Reading Rockets Red Book Aspire cards School council board	• School celebrations of achievements reflect the diversity in our school • School council represents the diversity of our school • Children achieve Aspire cards • School council/ Eco team help achieve school awards e.g beyond Bullying & Eco Schools
		• Ensure all staff are aware of their responsibilities under Prevent and receive regular update training	All staff	Ongoing	Training logs	• Persons of different cultures/race feel they have the right to state issues they may have • Staff are aware and carry out their duty
Physical environment	• School is accessible • School aims to portray positive images • School uniform provides a feeling of community but allows for choice	• Ensure access to every physical area of school is appropriate for all persons regardless of any disability • Ascertain views of pupils /staff who have disabilities to ensure consultation and actions (if required) are taken	Governing Body + Headteacher	Ongoing	Health and safety governor annual inspection / School survey conducted by LA	• All persons with a disability recognise they have the right to state any issues they may have and witness that the Head, SLT, Governing Body have acted upon any issues by making reasonable adjustments to resolve them.
		• Ensure persons with any disability, from different cultures and races, gender are portrayed in a positive light throughout school	All Staff	Ongoing	Monitor incidents relating to bullying, racism and gender. Report any incidents to governing body	• Displays and work in school portray persons with disabilities, from different race/cultures and gender in a positive and varied light
		• Ensure school uniform list provides scope for all children	Headteacher	On going		• Children have choice about school uniform, so it is appropriate and comfortable for all
Staffing recruitment	• All positions advertised are open to all suitably qualified people. Applications judged strictly on merits. Points given to each candidate based on how application meets relevant school criteria.	• Ensure all positions advertised are open to all suitably qualified people. • Posts are recruited on merit and in line with what school requires from the post • Including supply teachers	Governing Body + Headteacher	As & when	Documents stored in school office	• All applications are considered on merit • Choice of teachers is based on relationships with children, teaching ability and ability to follow school discipline code and ethos
	• All employees paid in line with nationally agreed pay scales	• Ensure all staff are paid at the correct scale.	Headteacher Bursar	On-going	All employees are paid in line with nationally agreed pay scales	• All staff are paid at the correct pay scale

Students including work experience	• Placements are encouraged depending on capacity to provide support	• Ensure all students receive appropriate training and that trainee teachers promote continuity and progression in children's learning.	Headteacher	On going	Regular Mentor/student Regular HT/ student meetings to monitor progress and provide support	• All students/work experience visitors receive appropriate mentor support
Outside agencies	• Educational psychologists/hearing support etc. welcome in our school.	• Ensure all children have access to appropriate support	Headteacher SEND co Teachers		Headteacher SENCo	• All children have access to appropriate support.
Governors	• Positions are open to all	• Ensure school is well governed and welcomes all governors on a basis of the skills they offer			Annual review of the governing body	• The governing body includes the skills required for an effective governing body
Contact with parents	• Letters/ invitations are addressed to both parents. • Separated parents receive individual • Newsletters are sent via email – paper copies can be provided	• Continue to involve both parents in child's education • Ensure accessibility of communication where reasonably practicable alternatives should be requested	Headteacher governors	ongoing	Letters in school office	• School ensures that reasonable requests are met
Monitoring	• SEF informs SDP • SDP based on school priorities • Policies are reviewed on a rolling programme	• Ensure equality is considered as part of SEF and SDP reviews	Headteacher Governors	Academic year	Headteacher Governors Parent questionnaire Pupil voice questionnaire Staff questionnaire	• We are responding the needs of our school and ensuring all children and staff feel they are treated fairly and have equality of opportunity