

## Chestnut Lane School Accessibility Plan 2018-2021

This plan will help us to manage our school environment so that, over time, we can ensure the accessibility of provision for all pupils, staff and visitors to the school. In drawing together this plan we have considered how we deliver the curriculum, how the school environment is designed and the different ways that materials can be delivered.

Outcomes	SMART targets	Timescale	Actions to bring about improvement	Staff / lead responsibility	Success Criteria
Equality and Diversity policies are in place.	To review, create and publish all necessary policies to meet the statutory requirements of the Equalities Act 2010.	Annual reviews.	Equality and Diversity becomes a focus for all staff.	Head, Deputy.	School website meets the statutory requirements.  All stakeholders have easy access to relevant information.
Ongoing development of School website.	To provide new and current parents with sufficient information about our school as well as to provide resources on how to help their child at home.	Regular updates (at least termly) as new resources, information or pupil's work is available.	Staff to provide photos, resources and information as agreed.	Head, Office Staff.	School website is regularly updated and parents / visitors report that it meets their requirements.
Gaps in attainment between groups will be narrowed even further.	To investigate the gaps in reading, writing and maths between focus groups through lesson observations, work scrutinies and classroom resourcing.	Termly reviews of data through pupil progress meetings.	Lesson observations. Staff meetings. Peer observations. Resource audits.	Head, Deputy and Teaching and Learning Committee.	Any reasons for gaps are highlighted to staff and any required changes to lesson planning are implemented.

<p>The data collected continues to be analysed by groups and information is shared with stakeholders.</p>	<p>Group data reports are shared with staff and governors. Information gathered from the reports is used to influence classroom provision and planning.</p>	<p>Termly reviews of data reports will influence School Development planning.</p>	<p>Discussions held at Full Governing Body meetings will impact on provision.</p>	<p>Head, Deputy and Governors.</p>	<p>Data reports are compiled regularly and influence decision making processes.</p>
<p>The outdoor learning environment is maintained to a high standard.</p>	<p>To put in place a maintenance programme for the outside area to ensure that we continue to provide a safe and engaging environment for all.</p>	<p>Ongoing.</p>	<p>Arrange external checks for all fixed equipment in Year group gardens.</p>	<p>Head, Deputy, Site manager and H&amp;S governors.</p>	<p>The outdoor environment returns to a vibrant and stimulating place to learn and is accessible to all pupils.</p>
<p>Staff are fully trained.</p>	<p>To implement a training programme for staff to ensure all staff have access to training relevant to their responsibilities.</p>	<p>Ongoing.</p>	<p>Carry out an audit of qualifications already held and consider courses that will extend the experience of staff.</p>	<p>Head, Deputy and School Administrator.</p>	<p>Staff can further enhance the provision through training and expertise across all curriculum areas.</p>
<p>Improve access to entrances and exits where necessary.</p>	<p>Incorporate all Equality Act requirements where possible.</p>	<p>Annual reviews.</p>	<p>Audit the views of stakeholders through the annual parent survey.</p>	<p>Head, Deputy and School Administrator, Bursar, Site Manager and Governors.</p>	<p>Physical accessibility of school increased for all stakeholders.</p>