

Bleakhouse Primary School

Accessibility and Equality Action Plan 2024-2025

Increase the extent to which disabled pupils can participate in the school's curriculum								
QUALITY OF EDUCATION SPECIFIC OBJECTIVE	RATIONALE: Why is this a priority?	ACTIVITIES (What needs to be done?)	LEAD	END TIME	SUCCESS CRITERIA	METHOD OF MONITORING Who/When/How?	STAFF DEVELOPMENT RESOURCES AND FINANCE	IMPACT
Individual children provided with the learning resources they require to access the curriculum such as Now and Next Boards, visual timetables, ALDs	Resources deployed to support individual children ensures they are able to access the curriculum and make progress in their learning.	Resources purchased/ created as identified by staff and external agencies.	SDHT Class Teachers	July 2025	Individual children access the resources they need.	Observation by SDHT Observation by External Agencies such as SALT	Training to use identified resources as required	

Improve the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities provided or altered by the school.								
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Work with external agencies to remove specific barriers to individual children as necessary	All children are to be supported to make at least good progress from their starting points.	Act upon external agency advice when received.	SDHT	Apr 2025	All identified children requiring additional resources such as workstation screens or wobble cushions access the resources as advised.	Observation of children working around school. Termly SEND paperwork including Parental Views and Annual Review paperwork.	Training provided by external agencies as required. SEN Budget expenditure £150	

Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.								
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Ensure that children requiring supported communication access this across the school day.	External agency advice or recommendation made.	Discussions with individuals regarding the specific needs of individuals. Staff access training as required.	SDHT	Apr 2025	Children access the required resources. Children accessing these resources make at least good progress from their starting points.	Observation of practice. SEND paperwork.	Staff training as required to deliver supported communication.	

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Eliminating discrimination and other conduct prohibited by the Equality Act 2010

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Narrow the gap between girls and boys achievement in Maths in Key Stage 2 SATs.	Disability Equality Scheme Objective Gap between Girls and Boys identified for children at the start of KS2	See Maths Action Plan	Maths Lead	May 2025	The gap between the attainment of girls and boys Maths is in line with National Average	Governors Minutes Data analysis each term by SDHT and Maths Lead.	See English Action Plan	
Narrow the gap between Disadvantaged and Non-Disadvantaged Pupils in Year 1 Phonics.	Disability Equality Scheme Objective Gap between Disadvantaged and Non-Disadvantaged in Year 1 Phonics	See English Action Plan	English Lead	June 2025	2025 Disadvantaged percentage in line with National Average	Governors Minutes Data analysis each term by SDHT and English Lead.	See English Action Plan	
Improve the percentage of Pupils achieving the Writing Early Learning Goal at the end of Reception.	2023 Writing achievement at end of EYFS limited the number of children achieving Good Level of Development.	See EYFS Action Plan See English Action Plan	EYFS Lead	June 2025	2025 EYFS ELG/Good Level of Development in line with National Average	Governors Minutes Data analysis by SDHT and EYFS Lead.	See Maths Action Plan	

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

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Subject Leader to identify subject-specific language and Pupils to use this confidently.	Disability Equality Scheme Objective and OfSTED 2023 Area to Develop	Subject Leader INSET Subject leader Vocabulary identification	AHT	Jul 2025	Pupils use subject-specific vocabulary appropriately in conversation with adults/ in lesson contributions.	Staff Meeting Minutes Subject leader handbooks Knowledge Organisers Conversations with Pupils Learning League Minutes	See INSET Timetable	
Develop Social Communication support for children diagnosed with ASD or undertaking assessment for ASD	Disability Equality Scheme Objective	Intervention Group established	SDHT	Jul 2025	Children attending the group develop their social communication.	Observation SEND Provision Plans and their associated Reviews Intervention Planning	SDHT and HLTA planning SEND Budget Expenditure £100	

Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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Monitor and analyse pupil achievement and act on trends or patterns in the data that require additional support for groups of pupils	Disability Equality Scheme Objective	Data analysis and action planning as identified.	SDHT	June 2025	Data analysis identifies priorities and interventions deployed as required.	Data Analysis Intervention Plans		