



**SHUSTOKE C.E. PRIMARY SCHOOL**  
**EQUALITY POLICY**  
**(Including Disability, Equality Information Objectives, Accessibility and Race Equality)**

**Introduction**

This policy has been written to meet the school's statutory duty in accordance with guidance from the Equality Act 2010 and the Disability Discrimination Act 2005, and any subsequent Act/s and/or national guidance.

General and specific duties are required as follows:

The general duty requires that we will:

- aim to create a school where everyone of all races, religions, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions
- promote the elimination of discrimination and advance equality of opportunity
- Make reasonable adjustments to support the inclusion of all (children and adults) regardless of protected characteristics
- Deliver a curriculum which actively promotes a culture of acceptance and tolerance
- Celebrate diversity and challenge prejudice
- Adhere to the Warwickshire Local Authority Admissions Code in relation to equitable allocation of pupil places
- Always employ members of staff who are best qualified and experienced for a vacant role, regardless of their protected characteristics
- Ensure that the delivery of our curriculum does not discriminate or unfairly promote children regardless of their protected characteristics

The specific duty requires us to:

- prepare a written policy on Equality, including Disability, Accessibility and Race Equality
- assess the impact of our policies, including this policy, on pupils, staff and parents, of all races, religions, gender, abilities and social circumstances, including, in particular, the impact on attainment levels of these pupils
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

This policy and procedures should be considered in relation to the guidance listed above and:

- Special Educational Needs and Disability Policy Statement and Procedures
- Relational Behavioural Policy
- Health and Safety Policy and Procedures

### **Aim Statement**

To begin with the child and encourage and support each individual to become a positive member of the community through childhood and into adult life. This is to be achieved by giving all children a stimulating curriculum that guides them towards being fully involved in their learning. To ensure all children enjoy their experience, develop their self-esteem and are prepared for the next stage of their education.

To involve all parents, governors, the church and the community in the life of the school to provide an education of the highest quality within the context of the Christian belief and practice.

### **Context**

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of race, religion, gender, abilities and social circumstances. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics. For schools, this means that it is unlawful to discriminate against, or treat others less favourably on the grounds of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED), which requires schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As an organisation we are required to:

- Publish information to show compliance with PSED
- Publish Equality Objective at least once every four years.

This policy reflects the general and specific duties on schools as detailed in the Equality Act 2010 and the Disability Discrimination Act 2005. This policy must be read in conjunction with other related school policies such as Relational Behavioural and Special Educational Needs.

### **Leadership and Management**

This policy has been agreed by teachers, support staff and members of the governing body.

The Headteacher and the Governing Body are responsible for ensuring that the policy is communicated, implemented and monitored.

#### **The Headteacher and the Senior Leadership Team will:**

- Ensure that this policy is embedded into the culture of the school
- Ensure all personnel, pupils and parents are aware of and comply with this policy
- Work closely with the designated governor and coordinator
- Provide leadership and vision in respect of equality and inclusion and community cohesion
- Record and deal with any incidents of racism, bullying and other inappropriate behaviour
- Have high expectations of all pupils
- Provide every opportunity for all pupils to succeed by ensuring the highest standards of teaching and learning
- Ensure the curriculum is broad, balanced, differentiated, relevant and exciting
- Monitor the progress of all pupils in order for them to achieve their expected targets
- Ensure equal opportunities is covered in the School Improvement Plan, in all subject policies and curriculum plans
- Monitor and analyse the performance of different groups of pupils with the school
- Regularly report to the Governing Body on the standards achieved by different groups with the school
- Highlight and share positive activities that help to tackle educational disadvantage
- Ensure accessibility is carefully monitored and reviewed annually
- Record, report and address all racial incidents
- Provide guidance, support and training to all staff
- Monitor the effectiveness of this policy by:
  - Scrutinising teachers planning
  - Scrutinising pupils' work
  - Observing pupils throughout the school day

- Classroom based monitoring of pupil progress
- Assessing learning spaces and resources provided regularly
- Analysis of questionnaires and surveys with pupils, parents/carers and school personnel
- Analysis of pupil attainment data, and other data such as admissions, attendance, exclusions and prejudice related incidents.

**The Governing Body has:**

- Responsibility to comply with all aspects of the Equality Act 2010
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- Responsibility to set equality objectives every four years
- Responsibility to have in place a school accessibility plan in order to provide full access to the school building for all people living with disabilities
- Responsibility for ensuring that the school complies with all equalities legislation
- Nominated a designated governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are in breach of this policy
- Has the responsibility to monitor achievement of equality targets
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents
- Responsibility for the effective implementation and the annual monitoring and evaluation of this policy
- Make effective use of relevant information to improve this policy
- Responsibility to annually publish the school's compliance with the Equality Act 2010.

**School personnel will:**

- act as positive role models in order to promote equality throughout the school community
- abide by and adhere to this policy
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team
- maintain an overall school ethos of respect and tolerance for one another
- promote equality, inclusion and good community relations
- challenge inappropriate language behaviour
- tackle bias and stereotyping
- insist on good pupil conduct
- be alert to signs of racial harassment or bullying
- have high expectations of all pupils
- carefully monitor all groups of pupils to ensure that they make progress and achieve individual targets
- provide a stimulating, relevant, exciting curriculum that will motivate and enthuse all students
- use a variety of teaching methods to ensure effective learning takes place for all pupils

- provide challenge for pupils
- promote equality through curriculum planning
- ensure planning is differentiated in order to provide full access for all pupils
- provide specialist resources for pupils with disabilities
- create a positive classroom ethos that is welcoming to all
- be open with views of pupils
- encourage pupils to share their experiences of different cultures and different religions
- attend appropriate training sessions
- report any concern they have on any aspect of the school community.

### **Pupils will:**

- be aware of and comply with this policy
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations
- challenge inappropriate language behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work
- produce work to the greatest of their ability
- utilise resources provided to enable independence
- ask for further help if they do not understand
- listen carefully to all instructions given by the teacher
- participate fully in all lessons
- participate in discussions concerning progress and attainment
- treat others, their work and equipment with respect
- support the school values and guidance
- talk to others without shouting and will use language which is neither abusive or offensive
- wear correct uniform
- liaise with school councils
- take part in questionnaires and surveys

### **Parents and Carers will:**

- be aware of and comply with this policy
- be encouraged to take an active role in the life of the school by attending events such as:

- Parent Consultations
- Performances
- Fundraising and social events
- Celebrations
- Be encouraged to work in school as volunteers and helpers whenever possible
- Be asked to take part in periodic surveys conducted by the school.

The key points of the policy will be communicated to staff through the Staff Handbook, staff meetings and the school development Planning cycle.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial, disability and gender equality. Training is linked to priorities within the school Single Integrated Development Plan. Members of the governing body will also identify their own training needs in relation to the above.

The school will follow the LA Guidelines in dealing with incidents of harassment.

Any incident of race, religion, gender, ability and social circumstance harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity, disability, gender or social circumstances of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or Deputy/Assistant Headteacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist, disability, gender or social circumstances discrimination incidents will now be recorded and reported to the governing body by the Headteacher within the Headteacher's report.

Any serious incidents will be reported to the Local Authority by the Headteacher.

**Sanctions for staff or pupil not following the policy are as follows.**

- Head/Chair of Governors to discuss the issue with the person/people involved.
- For a pupil, a meeting will be arranged with parents and a suitable punishment agreed.
- For a member of staff, a discussion with Head/Chair of Governors, followed by a verbal warning and then a written one.
- For governors, a discussion with Head/Chair of Governors followed by verbal and written warning.
- For the Headteacher, discussion with LA officer and a verbal warning, followed by a written one.

**All incidents of racial, disability or gender harassment will be dealt with immediately in line with the LA's Guidelines.**

**Curriculum, Teaching and Assessment**

This school is committed to delivering a global, anti-racist, disability or gender discrimination curriculum across all subjects, which challenges damaging stereotypes and racism and proactively celebrates cultural-diversity, people living with disabilities, those of all social circumstances and those of both genders.

- The diversity of our society is addressed through our schemes of work that reflects the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity, race, disability, social circumstances or gender.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge discriminatory behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures or groups;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

The services of the Intercultural Support Service (ICSS) will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

All long and medium term planning of core and foundation subjects will have a global aspect wherever possible. These areas will be highlighted in the school's planning documentation.

It will be the responsibility of Subject Leaders to ensure that the curriculum to be covered in their subject has the appropriate perspective.

Resources will be monitored to ensure that they are inclusive and have examples of ethnic minority, people living with disabilities, people with different social circumstances and gender role models. **Library and reading books are crucial areas for monitoring.**

There will be clear links between RE and PSHE and racial, disability and gender discrimination issues. These lessons should include times for discussion and reflection on these issues.

We will deliver good practice and an inclusive setting to all our pupils and staff by:

- demonstrating attitudes and behaviour that show that children in minority groups are part of a wide cross-section of the local community
- activities are led by the interests and enthusiasm of each child who attends, taking note of any likes, dislikes or specific needs
- pictures, equipment and resources reflect the child's differing backgrounds, experiences and needs
- commitment to the active participation of children, parents/carers, team members and others to ensure good quality provision and to ensure each individual's needs are met
- links with families/schools/extended services by becoming directly involved with them as part of a commitment to give all local children and families a genuine choice to be part of the service
- all practitioners have had attitudinal training around disability, equality, social circumstances and gender issues and continue to take part in training in school about inclusion
- all practitioners are aware that attitudes, environments, structures and policies need attention in order that they do not disadvantage particular children
- all practitioners have or are developing skills to communicate effectively with each child, and encourage all children to develop ways of communication with each other
- each child has opportunities for formal and informal consultation so that they can express their views and opinions
- each parent/carer feels welcome and valued as an expert on their child, with a continuing key role in helping practitioners enable their child to take full advantage of the setting
- The school has a vision of what it wants to do, policies and procedures for how it does it and a process of monitoring and evaluation to see how well it is doing it. This includes all who are involved in the setting in a process of continuing reflection on the development of inclusive policy and practice.

### **Admissions, Attendance and Discipline**

The school is fully committed to ensuring that all processes are fairly applied.

If ethnic, disability, social circumstances or gender discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

### **Pupils' Personal Development, Attainment and Progress**

Attainment is monitored across all subject areas for individual pupils.

If ethnic, disability, social circumstances or gender discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.



Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including stickers, best work stamps, certificates of merit, celebration assemblies, etc.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

### **Attitudes and Environment**

This policy acknowledges that the tackling of racial, disability or gender discrimination issues, promoting equality of opportunity and promoting good race relations requires a whole school approach.

We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial, disability or gender discrimination and promoting equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- making pupils and staff confident to challenge aggressive and discriminatory behaviour.

### **Parents, Governors and Community Partnership**

Part of the work of the Curriculum Committee is to ensure the school's success in promoting race, disability, social circumstances and gender equality. It will also be an agenda item at meetings of the Governing Body.

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial, disability, social circumstances and gender equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Friends Association is encouraged.

### **Staffing - Recruitment, Training and Professional Development**

The school is required to supply the LA with employment data related to racial, disability and gender groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit in line with Safeguarding Children and Safer Recruitment in Education.

The recruitment process will be monitored to ensure that there is no ethnic, disability or gender bias.  
Professional development opportunities are offered to all staff.  
The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

### **Monitoring and Evaluation**

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different racial, disability or gender groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive a variety of questionnaires about the school and this will include some questions about the success of our policies in promoting their involvement in their children's learning.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

## **APPENDIX**

### **Gender discrimination :**

We understand that both sexes can suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

The above policy also covers any issues relating to cases of discrimination with regards to a person's sexuality but is included under the title of gender within this policy.

**Disability discrimination:**

In line with the DDA (2005) we recognise that a person has a disability if he or she has a 'physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities', if the impairment affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech
- hearing
- eyesight (unless correctable by spectacles)
- memory or ability to concentrate or learn or understand
- perception of the risk of danger

## Targets for 2021 - 2025

Objective 1: Narrow the attainment gap between all pupils and vulnerably groups.

Objective 2: Further improve children's knowledge understanding and acceptance of National Heritage and Cultural diversity through Curriculum Design.

## **Accessibility Plan**

### **Introduction**

#### **Schools' duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Governing Body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Shustoke School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery of information to interested parties regarding accessibility

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary every three years.

### **What do we class as a disability?**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. This also includes specific learning difficulties, hearing or visual impairment.

### Who is the plan for?

The plan is for the whole school community, not just specifically for those with disabilities, so that all are aware of correct and future provision.

### Audit of correct provision:

- Wheelchair access to main entrance, all classrooms, playground, all communal areas and main hall
- Audible fire alarms for all internal areas
- All classrooms are carpeted to improve acoustics
- Resource areas are available for small group work
- Playing fields are adjacent to the main building and have easy access
- Grounds are all fenced with gates and bolts to increase security
- Provision of disabled toilet which is clearly signposted
- Communication Friendly Environment wherever practicable, use of visual timetables, pictures etc.

### Curriculum:

- The enriched curriculum is differentiated by task and outcome and well planned to cater for individual needs
- Children work in ability groups for Literacy and Numeracy with TA support directed at the lower achievers
- Individual Learning Pathways are in place and reviewed on a regular basis, involvement from children and support services is actively encouraged
- Specialist services and resources are accessed when necessary
- Communication between all staff (teaching and non-teaching) is actively encouraged
- A range of IT software is available to enhance opportunities for learning
- One to One support for pupils with ASD
- Special arrangements made for SATS when applicable
- Special resources available to support specific needs such as sissel cushions, shaped handwriting pens, reading pen etc.
- Special provision for children on trips such as extra adult support staff

|  |
|--|
| <p>Target 1:</p> <p>Access to the Curriculum – Create an effectively inclusive curriculum</p>  |
| <p>Actions:</p> <ul style="list-style-type: none"> <li>• Ensure ICT appropriate for pupils with disabilities</li> <li>• Create effective learning environments for all utilising feedback from pupil groups.</li> <li>• Audit and review the specific needs of children living with disabilities and reasonably adapt provision to enable these children to realise their future aspirations</li> <li>• Review classroom layouts and equipment storage to support individual children’s learning processes</li> <li>• Awareness training for all staff and appropriate Governors on Disability and inclusion</li> <li>• Increase participation in wider school activities by making reasonable adjustments</li> <li>• Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement</li> <li>• Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need</li> <li>• Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>• Complete Sensory audits where applicable</li> <li>• Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>• Review PE curriculum</li> <li>• SENDCo to attend inset/training around ASD and SENDCo Network meeting for Spelling and Reading support for children with SEND</li> <li>• SENDCo to attend regular network meetings</li> <li>• Small group work/individual activities with TA support to address individual needs and target identified areas for development</li> <li>• Audit participation in extra-curricular activities and identify any barriers.</li> <li>• Ensure school activities are accessible to all students.</li> <li>• Seek advice from IDS re alternative accessible venues for residential trips.</li> </ul> |
| <p>Outcome:</p> <ul style="list-style-type: none"> <li>• Progress and attainment of children with SEND / who are disadvantaged is good in comparison with national averages</li> <li>• Pupil Survey shows these children are happy in school</li> </ul>  |
| <p>Key Person/s and Timescale:</p> <ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• SENDCo</li> <li>• Pupil Well-being/Learning support Coordinator</li> <li>• EVC</li> <li>• SEND Governor</li> <li>• Teaching and Learning Governors</li> </ul>  |

**Target 2:**

**Impact Analysis: Ensure all policies consider the implications of SEND/Disability Access**

**Actions:**

- Analyse impact of Relational Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews.
- Consult pupils and staff on any proposed changes and introduce policy changes where appropriate
- Review all policies to ensure they comply with the Equality Act 2010 and the Disability Act 2005
- Review impact of Accessibility Plan and Equality Information Objectives
- Support behaviour and learning needs

**Outcome:**

- Progress and attainment of children with SEND / who are disadvantaged is good in comparison with national averages
- Pupil Survey shows these children are happy in school
- 

**Key Person/s and Timescale:**

- Senior Leadership Team
- SENDCo
- Pupil Well-being/Learning support Coordinator
- Governing Body



|  |
|--|
| <p>Target 3:</p> <p>Premises: Create effective learning environments for all</p>   |
| <p>Actions:</p> <ul style="list-style-type: none"> <li>• Review site access to meet diverse needs of pupils, staff, parents and community users</li> <li>• Review personal evacuation plans if in place</li> <li>• Identify accessible play equipment (School Council involved )</li> <li>• Provision of designated quiet areas</li> </ul> |
| <p>Outcome:</p> <ul style="list-style-type: none"> <li>• Progress and attainment of children with SEND / who are disadvantaged is good in comparison with national averages</li> <li>• Pupil Survey shows these children are happy in school</li> <li>• </li> </ul>  |
| <p>Key Person/s and Timescale:</p> <ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• SENDCo</li> <li>• Pupil Well-being/Learning support Coordinator</li> <li>• Governing Body</li> </ul>   |

**Target 4:**

**Attitudes:** To promote positive attitudes towards diversity, disability and equality

**Actions:**

- Ensure a variety of visitors from different faith groups, disability groups etc.
- Continue to raise awareness of difference
- Review PSHE Curriculum and policy - Jigsaw
- Review Assembly Programme: widen focus of Different/Same theme
- Involve local disability groups in assemblies and visits to school
- Regular items for termly newsletter highlighting achievements of pupils with disabilities
- Pastoral support or 'Buddy' system scheme
- 

**Outcome:**

- Progress and attainment of children with disability is good in comparison with national averages

**Key Person/s and Timescale:**

- Senior Leadership Team
- Subject Leaders
- Governing Body

**Target 5:**

**Communication: To ensure accessibility of key documents**

**Actions:**

- Availability of documents in alternative formats
- Large print and audio formats etc as required.
- Monitor uptake of documents in alternative formats
- Review accessibility of newsletter and letters for parents.
- Homework information available as information sheets in alternative formats as appropriate.
- Use of Communicate in Print software.
- Information on school website is monitored and updated

**Outcome:**

- Parent surveys show parents/carers and the wider community feel welcome and informed by the school

**Key Person/s and Timescale:**

- Senior Leadership Team
- SENDCo
- Governing Body

Target 6:

Staff: To promote equality of opportunity for staff

Actions:

- Organisation of relevant courses to facilitate training for all staff if need arises
- Use of epi-pen – refresher training for all staff
- Staff trained for dealing with epilepsy
- ASD training for SENDCo
- Year 6 Health Needs Assessment
- Lunchtime Behaviour Course
- Safer Handling training for all staff
- Safeguarding inset for all staff

Outcome:

- Recruitments, retention and professional development trends show equitability of opportunity for all staff

Key Person/s and Timescale:

- Senior Leadership Team
- SENDCo
- All staff
- Governing Body

## ACCESSIBILITY ACTION PLAN

| Target  | Tasks  | Timescale  | Resources/Responsibility   | Impact Evaluation   | Monitoring  |
|---|--|--|--|---|---|
| <b>Access to Curriculum</b><br><br>Ensure ICT appropriate for pupils with disabilities.                                 | <ul style="list-style-type: none"> <li>Review accessibility of ICT</li> <li>Involve pupils in review of hard &amp; software.</li> <li>Prioritise new software to purchase.</li> <li>Train TAs and admin staff on use of new programmes and technology</li> </ul>   | On going   | Subject Leader time<br>Individual class teachers<br><br>Staff training in planned meeting    | Needs for all are met by next review  | Leadership Team<br>SENDCo.<br>Learning Support Coordinator  |
| <b>Access to Curriculum</b><br><br>Create effective learning environments for all utilising feedback from pupil groups. | <ul style="list-style-type: none"> <li>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>Complete Sensory audits where applicable</li> <li>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>Review PE curriculum</li> <li>SENDCo to attend inset/training around ASD and SENDCo Network meeting for Spelling and Reading support for children with SEND</li> <li>SENDCo to attend regular network meetings</li> </ul> | Ongoing<br><br><br><br><br><br><br><br><br><br>Spring 2024<br><br><br><br>On going | SENDCo.<br>All Staff<br><br><br><br><br>Morning session led by IDS<br><br><br><br><br>PE S.L | Creative, inclusive learning environment for all member of the school community | SENDCo through lesson observations and sampling lesson planning<br><br><br><br><br>Leadership Team and Governors<br><br><br><br><br>PE S.L. |

| Target  | Tasks   | Timescale   | Resources/ Responsibility  | Impact Evaluation  | Monitoring  |
|---|---|---|--|--|---|
| <b>Setting suitable Learning Challenges</b>   | <ul style="list-style-type: none"> <li>Small group work/individual activities with TA support to address individual needs and target identified areas for development</li> </ul>  | On going  | TA timetable<br>Support timetable<br>All staff   | The needs of all children are met and progression in attainment is shown                         | SLT<br>Assessment Coordinator<br>SENDCo.<br>Learning Support Coordinator<br>Class Teacher |
| <b>Access to wider curriculum</b><br><br>Increase participation in school activities.             | <ul style="list-style-type: none"> <li>Audit participation in extra-curricular activities and identify any barriers.</li> <li>Ensure school activities are accessible to all students.</li> <li>Seek advice from IDS re alternative accessible venues for residential trips.</li> </ul>   | On going  | Training has been received by all staff on the use of EVOLVE (online)<br><br>Costing for transportation<br>1:1 support from TA or appropriate adult<br><br>Completion of Evolve (online) prior to any trips or extra-curricular activities<br><br>PE S.L.<br><br>EVC training Spring | All who wish to attend the trip will be able to  | SENDCo.<br><br>Learning Support Coordinator<br><br>SEND Governor<br><br>EVC               |
| <b>Impact Analysis</b><br><br>Ensure all policies consider the implications of Disability Access. | <ul style="list-style-type: none"> <li>Analyse impact of Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews.</li> <li>Consult pupils and staff on any proposed changes.</li> <li>Introduce new policies</li> <li>Support behaviour and learning needs</li> </ul> | Policies reviewed Spring 2024<br><br>SEND Policy to be reviewed Spring 2024 | Leadership Team and SENDCo time to review policies.<br><br>Continue to budget for support from EP Service, EIS (as required)   | Policies reflect accessibility and inclusion<br>Needs of all pupils are met and progress is made | Governors<br><br>SENDCo.<br><br>Learning Support Coordinator                              |

| Target   | Tasks   | Timescale                               | Resources/ Responsibility  | Impact Evaluation  | Monitoring  |
|--|---|---|--|--|---|
| <b>Premises</b><br><br>Increase site access to meet diverse needs of pupils, staff, parents and community users. | <ul style="list-style-type: none"> <li>Review personal evacuation plans if in place</li> <li>Identify accessible play equipment (School Council involved )</li> <li>Provision of designated quiet areas</li> </ul>  | On going<br><br>Ongoing<br><br>On going | Site Manager<br>School Council<br>WES Safety & Premises<br>Person with responsibilities for H&S<br>All Staff       | Clear signs throughout school  | SLT<br><br>Governors<br><br>SENDCo.<br><br>Learning Support Coordinator |
| <b>Attitudes</b><br><br>To promote positive attitudes to disability  | <ul style="list-style-type: none"> <li>Review PSHE Curriculum and policy - Jigsaw</li> <li>Review Assembly Programme: widen focus of Different/Same theme</li> <li>Involve local disability groups in assemblies and visits to school</li> <li>Regular items for termly newsletter highlighting achievements of pupils with disabilities</li> <li>Pastoral support or 'Buddy' system scheme</li> </ul>  | On going                                | Subject Leader<br><br>Subject Leader<br><br><br><br><br><br><br>EIS<br>SENDCo.<br>Learning Support Coordinator     | Systems in place are of benefit to the targeted child                                  | Leadership Team and Governors   |
| <b>Newsletters and Information</b><br><br>Availability of documents in alternative formats.                      | <ul style="list-style-type: none"> <li>Large print and audio formats etc as required.</li> <li>Monitor uptake of documents in alternative formats</li> <li>Review accessibility of newsletter and letters for parents.</li> <li>Homework information available as information sheets in alternative formats as appropriate.</li> <li>Use of Communicate in Print software.</li> <li>Information on school website is monitored and updated</li> </ul> | As required<br>On going                 | Office Manager<br>SENDCo.<br>Learning Support Coordinator<br><br><br><br><br><br>Use of coloured paper as required | All members of the school community will be able to access newsletters and information | Leadership Team and Governors<br><br>SENDCo                             |

|  |  |             |  |   |   |
|--|--|-------------|--|---|---|
| <b>Handling training for H&amp;S Needs</b> | <ul style="list-style-type: none"> <li>• Organisation of relevant courses to facilitate training for all staff if need arises</li> <li>• Use of epi-pen – refresher training for all staff</li> <li>• Staff trained for dealing with epilepsy</li> <li>• ASD training for SENDCo</li> <li>• Year 6 Health Needs Assessment</li> <li>• Lunchtime Behaviour Course</li> </ul> <p>NB:</p> <ul style="list-style-type: none"> <li>• Safer Handling training for all staff</li> <li>• Safeguarding inset for all staff</li> </ul> | As required | Cost of course and supply cover<br><br>School Health & Wellbeing Service<br><br>School Health Team | Appropriate staff attend and feel better equipped | SLT<br><br>SENDCo.<br><br>Learning Support Coordinator<br><br>Class Teacher |
|--|--|-------------|--|---|---|

#### Additional Information:

- This plan should become less of an independent strategy and more of a thread running through the school
- The plan should also be viewed in conjunction with the Health & Safety and Special needs Policies
- Governors will be kept informed of progress and issues with the plan via the Head Teacher's Report
- The plan will be updated regularly to address future needs