

**Equality Objectives and Accessibility Plan 2018-19**

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| **Date of Policy** | Autumn 2018 |
| **Review date** | This document will be reviewed annually and read in accordance with the Equality Policy. The objectives will be reviewed in Term 1 of the 2018-19 year.  |
| **Signed by Chair of LGB** |  |
| **Signed by Headteacher**  |  |

**Equality Objectives**

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| **Issue**  | **Action**  | **Monitoring**  | **Success criteria**  | **Responsibility**  | **Resource****allocation**  |
| Implementing systematic approach to equalities Within the school | Training of staff on PSED And Equalities generally  | Review at end of term 1 2018-19 to ensure that staff are aware of equalities issues  | Staff will be able to speak with confidence about what the PSED is and why it matters; and will be aware of these objectives  | Director of Inclusion  | Time |
| Ensuring leadership are aware of the barriers to achievement for particular groups; in particular, to narrow the gap between SENDpupils primarily as against SEND pupils nationallybut also those without SEND in school.  | Review of data toidentify trends forgroups with particular protected characteristics  | Specific action points to be identified from review of data termly.  | The school will have sufficient knowledge to begin to identify and tackle issues in progress and attainment which appear to affect certain groups more than others.   | Director of Inclusion &SENCO  | Time |
| Children with particular protected characteristics may see themselves as “outside” the system in some way.  Need to foster goodRelations between groups  | Ensure that the curriculum continuesto provide role modelswhich young peoplecan identify with which reflects diversity inrace, ethnicity, sex, disability, sexuality and religious belief.Celebrate events basedon diversity and culture including Black History Month, International Women’s day, disabled sporting events, etc.Discussions around non-traditional careers for boys and girls  Anti-bullying and religious understanding assemblies | Monitor assemblies (whole school and key stages) termly to assess coverage.  Termly review of RE and PSHE coverage within and across year groups.  | The children will be able to explain the value the school places on inclusivity drawing on specific coverage highlighted under ‘Monitoring’.  | Year group leaders in in RE and PSHE planning meetings.DeputiesDirector of Inclusion&SENCO | Time |
| Pupils with medical conditions must be supported   | Ensure all staff aware of the Children With Medical Needs Policy  | Reminder to all staff of MNP and where to find it (staff room and intranet) termly  | Children with medical needs are not disadvantaged in their progress or attainment  | VH & SC | Time  |
| Incidents of bullying or discrimination should be dealt with swiftly and effectively   | Staff to receive refresher training on procedure for reporting incidents and how they are actioned  | Monthly review of any such incidents. Monthly meeting with SC & CA to discuss.  | The school will have sufficient knowledge to be able to identify and tackle issues swiftly and effectively  | SC | Monthly meetings for monitoring and reflection on progress and approach  |
| Parents should know how to raise issues relating to Equality and Diversity  | Equality Policy to be placed on the website.   | Through reports to governing body meetings  | Parents will have sufficient knowledge to be able to know whom to contact.  | SC | Time  |

 **Accessibility Plan**

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| **Issue**  | **Action**  | **Monitoring**  | **Success Criteria**  | **Responsibility**  | **Resource****Allocation**  |
| Building is an old Victorian school with significant physical access issues for wheelchair users  While wheelchair users can access the ground floor of the building, it is difficult for example to access the outdoor areas and canteen without specific adult assistance.  There are currently no permanent wheelchair users at the school. There are occasionally wheelchair users on a temporary basis; and future pupils may be wheelchair users.     | Audit of building to identify areas in which physical access can be improved by ramps or lifts; and identify the cost of any actions which are feasible from a building point of view.  Specific procedures for access put in place (rather than ad hoc arrangements) which are subject to a risk assessment for the child and relevant adult helpers.  Consideration to be given at each occasion but especially for a permanent wheelchair user, that their class be located on the ground floor.  All future building works or alterations to have physical accessibility at the forefront.  | Assess procedures when risk assessments for specific individuals are carried out.  | A wheelchair user can move from classroom to play area to canteen with a minimum of intervention and detour.  Staff are trained about what they should and should not do to assist with physical access.  Wheelchair users are not isolated from their classes unless this is unavoidable.  Wheelchair users who are working separately to their class receive appropriate adult supervision and attention and their progress and attainment does not suffer.  | Q1E Trust A.SSLT | Funding dependent on work needed. Time |
| Pupils with EHCPs may require auxiliary aids or extra teaching and learning support | Parents to be asked to communicate any perceived requirement for adjustments at the beginning of the school year.Make EHCP applications where possibleWhere no EHCP, staff to consider whether other auxiliary aids may be appropriate, for instance coloured paper handouts for pupils with dyslexia, large font, simplified language, voice activated software, electronic documents, hearing induction loops, one on one assistance etc as appropriate. | Central register of auxiliary aids and reasonable adjustments provided; including decisions not to provide a particular adjustment or aid and the reasons for this. Progress and attainment for pupils with need for adjustments specifically tracked and monitored. | School is aware of any needs for auxiliary aids or adjustments at an early stage;Needs are dealt with quickly and effectively (including decisions not to provide an aid) so that pupils, teachers and parents are not kept in suspense. Progress and attainment outcomes for pupils needing auxiliary aids or reasonable adjustments improve.  | Director of Inclusion & SENCO | SEND section of budget to consider the needs of pupils and what is needed.  |
| Inclusive Curriculum for all | Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.Standing item in Inset Day training for equality and diversity and disability awarenessReview PE & Healthy provision.  |  | Narrowing and eliminating gaps in progress and attainment between all vulnerable groups of pupilsPupil participation in PE programmes which are fit for purpose | Deputies, Director of Inclusion & SENCO  | Time |
| Ensure accessibility of parents with disabilities  | School will provide assistance for disabled parents to access the school. For example:* Provide a signer or interpreter for parents’ evenings;
* Make a home visit or visit an externally convenient location or consult by telephone if a parent cannot physically access the school to discuss their child’s progress;

Parents with learning disabilities may wish to bring a helper.  | Staff to monitor which parents are not attending parent meetings or finding it difficult to do so or which parents do not appear able to interact with class teachers at the beginning and end of the day; share this information, on a confidential basis as soon as they become aware, with the Headteacher. | Improved level of contact with some hard to reach parentsImproved outcomes for the children of those parents | Director of Inclusion & SENCO | Time  |
| Ensure accessibility of staff with disabilities  | Encourage staff to disclose requirements for reasonable adjustmentsEncourage applicants to disclose need for reasonable adjustments to recruitment or interview processEnsure that staff know who to approach about obtaining reasonable adjustments | Q1E HR monitor individual needs of all recruited staff and recommend any working adjustments to the school within first weeks of the employee starting work. | All advertising information contains equality statement and encourages candidates with disabilities to apply.Employees with disabilities have reasonable adjustment based on medical recommendations. | Q1E SBMQ1E HR  | Time and funding as the need arises. |
| We may not know about all disabilities because not all pupil disabilities are covered by SEND and some disabilities are invisible | Encourage parents to discuss all concerns with the school.Investigate and/or support all possible disabilities in collaboration with the family as far as possible. | Class teachers monitor and record any concern on disability and work in conjunction with SENCO and Director of Inclusion to seek appropriate professional guidance. | Improved level of disability need which is wider than typical SEND issues recognised, met and supported within the school. | Director of Inclusion & SENCO | Time and funding as the need arises. |
| School trips may not always be readily accessible to pupils with disabilities | School assessments to include assessment of the needs of a disabled pupil and arrangements by which the pupil could still access the trip.If the disabled pupil cannot access, consider a different trip that they could access which would serve the same purpose. | Monitor proposed trips with needs of cohort in mind. | Children with disabilities attending trips with their peers.  | Deputies, Director of Inclusion & SENCO | Time and funding as the need arises. |
| Disabled pupils may be at increased risk of bullying | Review PSHE Curriculum.Review assembly programme to ensure it support pupils in their growth as good citizens .Involve local disability groups in assemblies and visits to school.Consistent and insistent focus on CARE values. Regular items for newsletter highlighting achievements of all pupils | Monitor whole-school and key stage assembly content at end of each term. | Children able to discuss and explain bullying in this particular context. | Director of Inclusion & SENCO | Time  |