**Belleville Primary School**

**Equality Objectives and Accessibility Plan**

This document will be reviewed annually and read in accordance with the Equality Policy.

**Equality Objectives**

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| **Issue**  | **Action**  | **Monitoring**  | **Success criteria**  | **Responsibility**  | **Resource****allocation** |
| Implementing systematic approach to equalities Within the school | INSET training of staff on school aims and ethos Further training for staff (especially those new to school and NQTS) re Public Sector Equality Duty (PSED), protected characteristics and Equalities generally | Review at INSET days 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  | Headteacher Director of Inclusion  | Time |
| Ensuring teachers are aware of the barriers to achievement for particular groups; in particular, to narrow the gap between SEND pupils primarily as against SEND pupils nationally | Review of data to identify trends for groups with particular protected characteristics  | Look at data for Send and non-send pupils in each class and also cohortEvaluate year end data as against national Check teacher confidence in identifying needs and strategies to narrow gaps | Most teachers 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 & SENCOSLT  | 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 continues to provide role models which young people can identify with which reflect diversity in race, ethnicity, sex, disability, sexuality and religious belief.Integrate events, themes, based on diversity and culture through all subjects across the curriculum Anti-bullying policies are revisited with all staff and pupils in training and assemblies Circle time introduced to allow equality of voice and shared responsibility to issues arising in classTraining and developing of new RSE policy Discussions on non-traditional careers for boys and girls  | Review of RE and PSHCE coverage within and across year groups. Curriculum review and articulation ensuring clarity of the representation of groups celebrating diversity and culture – all subjectsReview impact of the diversity and inclusion drive in choice of texts in whole school Reading Project – pupil parent, teacher viewsNew PSCHE programme diversity integrated into plans and lessonsMonitor assemblies (whole school and key stages) termly to assess coverage.Review of circle time – pupil surveys, staff views | The children will be able to explain the value the school places on inclusivity drawing on specific coverage highlighted under ‘Monitoring’. 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 othersCurriculum across all ages ensures all children receive a diverse experience in reading materials; content and range evident and articulated in all subjects. Bullying incidents based on protected characteristics reduced.Children feel safe and protected and equal | Year group leaders RE & PSHE leadsKS leads Director of Inclusion& SENCO | Time |
| Pupils with medical conditions must be supported   | Ensure all staff aware of the Children With Medical Needs Policy  | Termly reminders to all staff re children’s IHPUpdate of medical folder termly  | Children with medical needs are not disadvantaged in their progress or attainment.Children with medical needs have suitable support from well-informed staff.  | Delegated Office staff , Senco & DSL/DMS | Time Medical Folder  |
| 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. Including meeting with personal development & wellbeing lead, head teachers and/or deputy. Adults following anti-bullying policy procedures  | The school will have sufficient knowledge to be able to identify and tackle issues swiftly and effectivelyParent confidence in managing any suspected incidents Child views supporting being safe  | Personal development and wellbeing lead Senco, DSL/DMS, Phase leads | Time  |
| Parents should know how to raise issues relating to Equality and Diversity  | Equality Policy to be placed on the website.  Parent Guides to be sent home | Through reports to governing body meetings  | Parents will have sufficient knowledge to be able to know whom to contact.  | Senco  | Time  |

**Accessibility Plan**

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| **Issue**  | **Action**  | **Monitoring**  | **Success Criteria**  | **Responsibility** | **Resource****Allocation** |
| The Webbs Road building is an old Victorian school on multiple levels with significant physical access issues for wheelchair users.While wheelchair users can access the ground floor, it is difficult to access toilets, outdoor areas and halls without specific adult assistance. There are occasionally wheelchair users on a temporary basis.  | Consideration to be given at each occasion but an understanding that wheelchair users or those with mobility issues may more suitably placed at the Meteor site.  | Site access reviewed - both sites | Individual needs are assessed case by case for all wishing to access the school.  | Heads of school, Inclusion Leads, Premises Officers | Funding dependent on work needed. Time |
| Meteor site is a one floor building with wider corridors and doors and is wheel chair accessible and more suited to wheelchair use.  | Specific procedures for access put in place which are subject to a risk assessment for the child and relevant adult helpers.Trips and emergency plans take into account those in wheelchair or with mobility issues. Manual Handling training to be provided as necessary. Specialist advice is sought and implemented to improve accessibility for those with mobility issues or who are wheelchair users.  | Access routes are clear and consistently monitored.Review staff training needs where roles change or new staff begin.  | A wheelchair user can move from classroom to play area to halls and toilets 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 to ensure access to all parts of school life.  | Executive Head, Heads of school, Inclusion Leads, Premises Officers  | Meteor site is a one floor building with wider corridors and doors and is wheel chair accessible and more suited to wheelchair use.  |
| Pupils with learning difficulties 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.  | Learning walks and lesson observations inform focus on how effective classroom set up is in terms of accessibility and equality  | 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 the parents who 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 Headteachers/ SLT members  | 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 in 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  |