

Belleville Primary School  
Equality Objectives and Accessibility Plan

This document should be reviewed annually and read in accordance with the Accessibility and Equality Policy (Appendix 1).

These objectives are in force from Jan 2019 and will be reviewed in Autumn term 2019 and new plan in place for Jan2020.

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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  Training to include approach to school aims, values, PSED and equalities | Review at INSET days  to ensure that staff are aware of equalities issues | Staff will be able to speak with confidence about the MAT and school’s approach for a *‘relentless drive for excellence and equality’* and will be aware of school aims, approach to equality including PSED and why it matters. | Executive Head, Heads of school, Inclusion and Safeguarding leads | INSET time |
| Ensuring leadership aware of the barriers to achievement for particular groups; in particular, the narrow the gap between SEN pupils and those without statements. | Review of data to identify trends for groups with particular protected characteristics | Specific action points to be identified from review of data | 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 | Executive Head, Heads of school, Inclusion and Safeguarding leads | Termly analysis  SLT time. |
| Children with particular protected characteristics may see themselves as “outside” the system in some way.  Need to foster good relations between groups | Ensure that the curriculum provides role models which young people can identify with which reflects 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 class | Curriculum review and articulation ensuring clarity of the representation of groups celebrating diversity and culture – all subjects  Review impact of the diversity and inclusion drive in choice of texts in whole school Reading Project – pupil parent, teacher views  New PSCHE programme diversity integrated into plans and lessons  Assemblies themes are reviewed  Review of circle time – pupil surveys, staff views | Curriculum across all ages ensures all children receive a diverse experience in reading materials and the content and range evident and articulated in all subjects.  Bullying incidents based on protected characteristics reduced.  Children feel safe and protected and equal. | Executive Head,  Heads of school, Inclusion and Safeguarding leads,  Subject leaders  Behaviour team, learning mentor | Timing of curriculum review – time for curriculum leaders and subject leaders at all levels. |
| Pupils with medical conditions must be supported | Review Medical Policy.  Efficient recording system implemented.  Ensure staff and parents aware of medical policy. | Training on use of recording system  Termly review of medical need and training needs. | Children with medical needs have suitable support from well-informed staff.  Children with medical needs are not disadvantaged in their progress or attainment  Individual care plans are in place and staff understand needs of those pupils with specific medical needs. | Executive Head,  Heads of school,  Inclusion and Safeguarding leads | £1500 new system.  Training time for all staff. |
| Incidents of bullying or discrimination should be dealt with swiftly and effectively | All staff to receive refresher training on procedure for reporting incidents and how they are dealt with | Behaviour Watch review of incidents termly    Trends reported to Local Governing Body | Incidents reduced on Behaviour watch.  Child views supporting. | Executive Head, Heads of school, Inclusion and Safeguarding leads, Behaviour team, learning mentor | Annual Behaviour Watch subscription. |
| Parents and staff should know how to raise issues relating to Equality and Diversity | Accessibility and Equality Policy to be placed on the website. | Consider how to include question on this within parent survey | Parents clear on school approach and how to raise concerns. | Executive Head, Heads of school, Inclusion and Safeguarding leads |  |

**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 of the building, it is difficult for example to access the 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 |  |
| 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 |  |
| Pupils with learning difficulties may require auxiliary aids or extra teaching and learning support | Parents/carers to communicate any perceived requirements for adjustments to school.  Teachers all aware of needs within class and integrate support for those who may need adaptation as appropriate eg  *coloured paper handouts for pupils with dyslexia, large font, simplified language, voice activated software, electronic documents, hearing induction loops, one on one assistance etc*  Make SEND applications where possible to relevant agencies or for EHCP. | 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. | Executive Head, Heads of school, Inclusion Leads, Premises Officers |  |
| The curriculum needs to be accessible to all | Ensure all classrooms and resources are organised in accordance with pupil need.  Standing item in Inset Day training for equality and diversity and disability awareness. | 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 disabled and non-disabled pupils, SEN and non-SEN. | Executive Head, Heads of school, Inclusion Leads, SENCO |  |
| Some parents have disabilities | School will provide assistance for disabled parents to access the school. For example:  Where appropriate offer a signer or interpreter for parent/teacher meetings.  We may make alternative contact arrangements if parent cannot physically access the school to discuss their children’s progress;  Parents with learning disabilities encouraged to bring a helper. | Monitor which parents are not attending parent meetings or finding it difficult to do so.  Follow up meetings and alternative time to meet to be offered.  Monitor parents not attending and follow up individually. | Improved level of contact with some hard to reach parents  Improved outcomes for the children of those parents | Executive Head, Heads of school, Inclusion Leads, Premises Office |  |
| Some staff have disabilities | Encourage staff to disclose requirements for reasonable adjustments  Encourage applicants to disclose need for reasonable adjustments to recruitment or interview process  Ensure that staff know who to approach about obtaining reasonable adjustments |  | Staff able to access equally. | Executive Head, Heads of school  SBM and HR staff |  |
| We may not know about all disabilities because not all pupil disabilities are covered by SEN EHCPs and some disabilities are invisible | Parents to be encouraged to communicate any perceived requirement for adjustments. Staff to be encouraged to express concerns to parents and SEND team. | Pupil progress reviews, parent meetings, SEND assessments | Pupils needs being identified promptly and moving through SEND Identification Process effectively and within time limits. | Executive Head, Heads of school, Inclusion Leads, SENCO |  |
| School trips may not always be readily accessible to pupils with disabilities | School risk 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 | Review through risk assessments. | All pupils have opportunities to learn in environments beyond the school. | Executive Head, Heads of school, Inclusion Leads, SENCO | Pre-visits for all trips. |
| Disabled pupils may be at increased risk of bullying | * Review PSHE Curriculum * Review Assembly Programme: widen focus of Different/Same theme | Incidents on Behaviour Watch are reviewed for any trends  Interviews with pupils | Children feel safe and protected and equal.  Bullying incidents based on protected characteristics reduced. | Executive Head, Heads of school, Inclusion and Safeguarding leads, Behaviour team, learning mentor |  |