

Belleville Primary School: Equality Objectives and Accessibility Plan

This document should be reviewed annually and read in accordance with the Accessibility and Equality Policy

Equality Objectives: These objectives are in force from June 2017 and will be reviewed in Term 1 of the 2017-18 year.				
Issue	Action	Monitoring	Success criteria	Responsibility
Implementing systematic approach to equalities within the school	Training of staff on PSED and Equalities generally	Review at end of term 1 2017-18 to ensure staff aware of equalities issues	Staff able to speak with confidence about the PSED and why it matters; and are aware of these objectives	Executive Head, Heads of school, Inclusion and Safeguarding leads
Ensuring leadership aware of the barriers to achievement for particular groups; in particular, 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 by end of term 2017-18 and published on website	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
Children with particular protected characteristics may see themselves as “outside” the system in some way. Need to foster good relations between groups	Ensure 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 Celebrate events based on diversity/culture e.g. Black History month, International Women’s day, disabled sporting events Discussions around non-traditional careers for boys and girls Anti-bullying initiative and religious understanding initiative would be good to show fostering good relations	Review at end of term 1 2017-18 Child views- questionnaires	Children feel safe and protected and equal Bullying incidents based on protected characteristics are reduced	Executive Head, Heads of school, Inclusion and Safeguarding leads, Behaviour team, learning mentor
Pupils with medical conditions must be supported	Ensure staff and parents aware of medical policy	Review needs, logs, staff awareness by Dec 2017	Children with medical needs are not disadvantaged in their progress or attainment	Executive Head, Heads of school, Inclusion and Safeguarding leads
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 dealt with	Behaviour Watch review of incidents by Dec 2017	Incidents reduced on Behaviour watch and supported by child views	Executive Head, Heads of school, Inclusion and Safeguarding leads, Behaviour team, learning mentor
Parents should know how to raise issues relating to Equality and Diversity	Accessibility and Equality Policy to be placed on the website.	Through reports to governing body meetings	Parent views indicate awareness	Executive Head, Heads of school, Inclusion and Safeguarding leads

Accessibility Plan				
Issue	Action	Monitoring	Success Criteria	Responsibility
<p>Belleville Webb's is a Victorian building 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 no permanent wheelchair users. There are occasionally wheelchair users on a temporary basis. Future pupils may be wheelchair users.</p> <p>Meteor is a one floor building with wider corridors and doors and is wheelchair accessible. There are no permanent wheelchair users at the school. One is due to start Sept 2017.</p>	<p>Audit of buildings to identify areas in which physical access can be improved and identify the cost of any actions which are feasible from a building point of view for future building works.</p> <p>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.</p> <p>Consideration to be given at each occasion but an understanding that wheelchair users would be placed at the Meteor site.</p> <p>Manual Handling training to be provided as necessary.</p>	<p>Audit reviews</p> <p>Term 1 2017 review</p>	<p>A wheelchair user can move from classroom to play area to halls and toilets with a minimum of intervention and detour.</p> <p>Staff are trained about what they should and should not do to assist with physical access.</p> <p>Wheelchair users are not isolated from their classes unless this is unavoidable.</p> <p>Wheelchair users who are working separately to their class receive appropriate adult supervision and attention and their progress and attainment does not suffer.</p>	<p>Executive Head, Heads of school, Inclusion Leads, Premises Officers</p>
<p>Pupils with learning difficulties may require auxiliary aids or extra teaching and learning support</p>	<p>Parents to be asked to communicate any perceived requirement for adjustments at the beginning of the school year.</p> <p>Make SEND applications where possible to relevant agencies or for EHCP;</p> <p>Where no SEN 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.</p>	<p>Central register of auxiliary aids and reasonable adjustments provided; including reasons for decisions not to provide a particular adjustment or aid.</p> <p>Progress & attainment specifically tracked and monitored for pupils who need adjustments</p>	<p>School is aware of any needs for auxiliary aids or adjustments at an early stage</p> <p>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</p> <p>Progress & attainment outcomes improve for pupils needing auxiliary aids or reasonable adjustments</p>	<p>Executive Head, Heads of school, Inclusion Leads, Premises Officers</p>

The curriculum needs to be accessible to all	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Standing item in Inset Day training for equality and diversity and disability awareness</p> <p>Review PE and Staying Healthy Curriculum.</p>	Review at end of term 1 2017-18- needs, logs, staff awareness	<p>Narrowing and eliminating gaps in progress and attainment between disabled and non-disabled pupils, SEN and non-SEN.</p> <p>Pupil participation in PE programmes which are fit for purpose</p>	Executive Head, Heads of school, Inclusion Leads, SENCO
Some parents have disabilities	<p>Provide assistance for disabled parents to access school e.g.:</p> <ul style="list-style-type: none"> We may provide a signer or interpreter for parents' evenings; We may make a home visit or to an external location or consult by telephone if a parent cannot physically access the school to discuss their children's progress; Parents with learning disabilities may bring a helper. 	Staff to monitor which parents are not attending meetings or finding it difficult to do so; share this on a confidential basis with the Head Teachers	<p>Improved level of contact with some hard to reach parents</p> <p>Improved outcomes for the children of those parents</p>	Executive Head, Heads of school, Inclusion Leads, Premises Office
Some staff have disabilities	<p>Encourage staff to disclose requirements for reasonable adjustments</p> <p>Encourage applicants to disclose need for reasonable adjustments to recruitment or interview process</p> <p>Ensure that staff know who to approach about obtaining reasonable adjustments</p>		Staff able to access equally.	Executive Head, Heads of school
We may not know about all pupil disabilities because not all 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 are identified promptly and move 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	<p>School risk assessments to include assessment of the needs of a disabled pupil and arrangements by which the pupil could still access the trip;</p> <p>If the disabled pupil cannot access, consider a different trip that they could access which would serve the same purpose</p>	Review through risk assessments.	All pupils able to access school trips	Executive Head, Heads of school, Inclusion Leads, SENCO
Disabled pupils may be at increased risk of bullying	<p>Review PSHE Curriculum;</p> <p>Review Assembly Programme: widen focus of Different/Same theme;</p> <p>Involve local disability groups in assemblies and visits to school;</p> <p>Regular items for newsletter highlighting achievements of pupils with disabilities</p>	<p>Behaviour Watch review of incidents end of term 1 2017-2018</p> <p>Pupil views</p>	<p>Children feel safe and protected and equal.</p> <p>Bullying incidents based on protected characteristics reduced.</p>	Executive Head, Heads of school, Inclusion and Safeguarding leads, Behaviour team, learning mentor