



Newport Infant School and Nursery

Equality Policy including Equality targets and Accessibility Plan

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Policy Lead	Deputy Headteacher
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Newport Infant School and Nursery and Nursery Equality Policy and Targets, including Accessibility Plan

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1. Introduction

Newport Infants School and Nursery's vision for all its pupils is:

'Working together to be the best that we can be' and through this vision, equality of opportunity is crucial and central, to ensure that all children have access to appropriate relevant and meaningful opportunities to develop their potential, reach their goals, and access those endless possibilities that we wish to create for them.

At Newport Infant School and Nursery and Nursery, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to continue to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life and be an equal part in the community.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. This is developed through our work on British Values and is an integral part of our six values at Newport Infant School and Nursery and Nursery. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

Why we have developed this Equality Policy

This Equality Policy for Newport Infant School and Nursery and Nursery brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Related Policies include:

Teaching and Learning

Early Years Foundation Stage

Health and safety

Confidentiality

Special Educational Needs and Inclusion

Child Protection and Safeguarding

Behaviour & Anti Bullying

Educational Visits

Religious Education

P.S.H.E and Citizenship

Relationships and Sex Education

SMSC and British values

PE

Intern

Related guidance includes:

Staff Handbook

School Improvement Plan

Safe use of ICT

Cyber bullying

Code of conduct

Keeping children safe in education

School Brochure

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability, free school meals, disadvantaged, looked after children, service family children and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.

- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, sexual orientation and disability, without stereotyping.
- The concept of 'family' will be addressed in its many diverse forms without prejudice for same sex relationships
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Provide opportunities for pupils to learn about religions, making comparisons in a non-judgmental way
- Our school ethos and pastoral care should help each child accept and value themselves regardless of physical appearance and we will actively promote tolerance of others
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Newport Infant School and Nursery and Nursery.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with the Equality Act (2010).

The action plan at the end of this Equality Plan outlines the actions Newport Infant School and Nursery and Nursery will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in the Equality Act 2010.

The Equality Act (2010) requires us to have due regard to the need to:

- Eliminate racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality.
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils.
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy.

Definition of disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities'. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Legal duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this Scheme every three years.

4c. Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them.
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2010 makes provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act 2010 makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from questionnaires at parents' evening, parent-school forum meetings, SEND Parent group
- Input from staff surveys or through staff meetings / CPD.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and their families, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the head teacher

It is the head teacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.

It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The head teacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.

Pupils

All pupils will refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors

To be aware of and comply with the school's equality policy.

To refrain from engaging in discriminatory behaviour on school premises.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority via the IRIS online recording system.

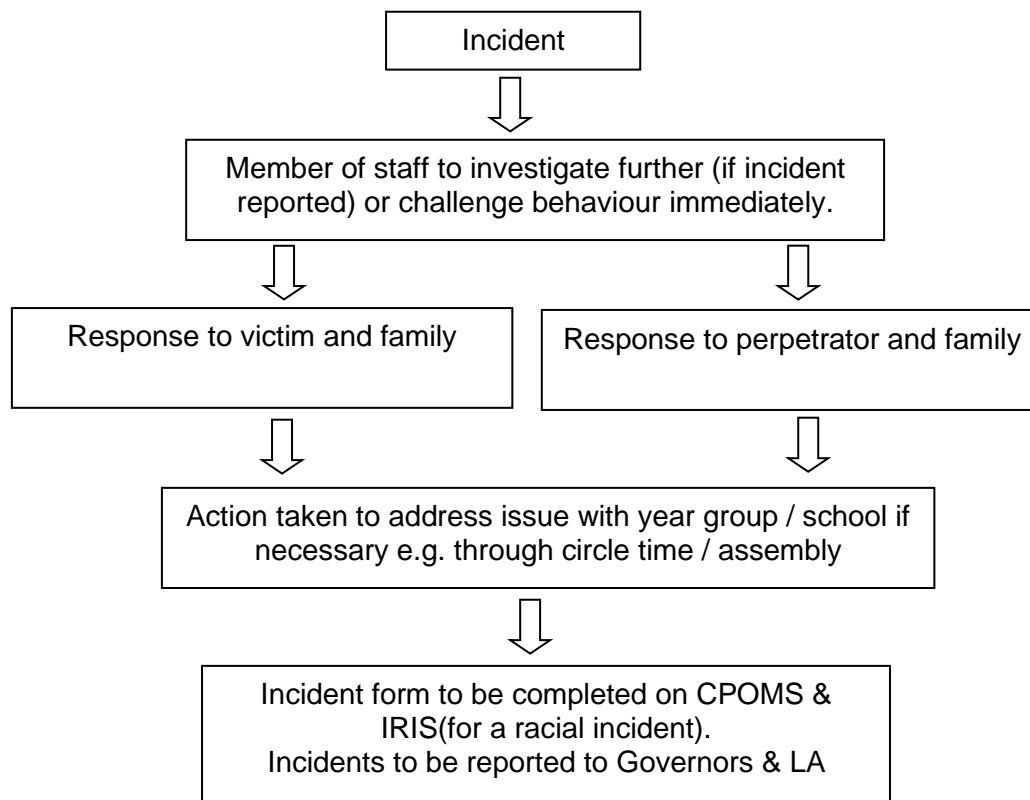
What is a discriminatory incident?

- Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti, Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation, ridicule of an individual for difference e.g. food, music, religion, dress etc; refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation, discriminatory comments pasted on face book or other social networking sites.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting is outlined below:



8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle. The Accessibility Plan will be reviewed yearly.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps. We have a checklist of questions for staff and governors to consider when thinking about equality (Appendix 1)

9. Publishing the plan

In order to meet the statutory requirements of the Equality Act 2010 we will:

Publish our plan on the school website.

Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.

Make sure hard copies are available.

10. Our Equality Targets

The Equalities Act (2010) requires that schools and other public services show that they are advancing the equalities agenda by publishing objectives that are specific and measurable.

At Newport Infant School and Nursery and Nursery, we are committed to ensuring that our targets reflect our school aims and ethos, assisting all pupils to achieve their potential through an inclusive, engaging approach to children's welfare, progress and attainment.

We believe that equality of access hinges not on treating all pupils in the same way, but on taking positive action to redress the inequalities faced by some pupils.

Our Equalities targets are as follows:

- **To raise outcomes for vulnerable learners in reading, writing and maths who are not achieving age related expectations**
- **To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils**
- **To monitor attendance including attendance for groups considered to have protected characteristics**
- **To review levels of parental engagement in learning and school life across all activities to ensure equity and fairness in access and engagement**
- **Ensure that all policies and practices meet the requirements of the Equality Act**

These targets will be reviewed at the end of each term as part of our self-evaluation programme.

10. EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey? Questions to staff during staff meetings and TA meetings to ensure they know our targets.	Headteacher / Deputy Headteacher	Action plan reviewed annually. Review the Equality Policy and targets every 3 years.	
All	<i>Monitor and analyse pupil achievement by race, gender, SEND and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Achievement data analysed by race, gender, SEND and disability to close the gap between groups if necessary. Interventions used to close the gap.</i>	<i>Headteacher /Deputy head and Governing body</i>	<i>Termly at pupil progress meetings. Termly data drops</i>	
All	<i>Monitor and analyse pupil attendance, including those pupils who are considered to have protected characteristics.</i>	<i>Termly EWO meetings to discuss individuals and groups, identifying trends and setting actions from these. Governing body to informed of attendance each FGB meeting.</i>	<i>Headteacher / Office staff / Education Welfare Officer/ Governing body</i>	<i>Termly analysis</i>	
All	<i>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects British diversity in terms of race, gender and disability.</i>	<i>Pupil voice activities Evidence in SIP annual report, Curriculum Design document, SDP, pupil work books, Checklist (Appendix 1)</i>	<i>British Values Lead / HT / DHT</i>	<i>Ongoing</i>	
All	<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in pupil participation, confidence and positive identity - monitor</i>	<i>Headteacher/D eputy, all staff and art</i>	<i>Ongoing</i>	

10. EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
		<i>through pupil voice Checklist (Appendix 1)</i>	<i>coordinator.</i>		
<i>All</i>	<i>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election, class assemblies, fund raising, eco committee, Super Sue's Safety Crew, house captains.</i>	<i>School council and all other representations monitored, by race, gender, disability. Checklist (Appendix 1)</i>	<i>Members of staff leading on school groups.</i>	<i>Ongoing</i>	
<i>All</i>	<i>Review levels of parental engagement in learning and school life across all activities to ensure equity and fairness in access and engagement. (Identify parents and carers of PPG children that do not attend parent consultations or school events. SLT and family support worker to make contact with parents to encourage involvement and offer support if needed. Offer more family learning groups and workshops)</i>	<i>Attendance at parents evening increases for pupils with protected characteristics. Monitor impact of family learning or workshops through evaluation and change in the way they support the child at home.</i>	<i>Headteacher Deputy Headteacher</i>	<i>Starting Sept 2022 Evaluate impact at end of academic year.</i>	
<i>Race Equality Duty</i>	<i>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority using IRIS.</i>	<i>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</i>	<i>Headteacher / Governing body</i>	<i>Ongoing</i>	
<i>Disability Equality Duty</i>	<i>The governing body is inclusive of the disabled and specifically welcomes applications from disabled candidates.</i>	<i>Monitoring of applications by disability to see if material was effective.</i>	<i>Lead Governor on SEND</i>	<i>Ongoing</i>	

10. EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
<i>Community cohesion</i>	<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of Cultures other than their own different communities e.g. Diwali, Ramadan, Eid, Christmas.</i>	<i>RE & British Values coordinators plan and promote cultural events with staff, following the curriculum design document but also one off events taking place in the community. Use of website to promote events taking place in school.</i>	<i>Headteacher, Deputy Head, RE & British Values coordinators</i>	<i>Ongoing</i>	

Accessibility Policy

Introduction

The Equality Act 2010 aims to protect people with disabilities and prevent disability discrimination. It provides legal rights for people with disabilities in all areas of life, including education. It is unlawful for a school to treat people with disabilities unfavourably. Schools have a general duty that states all public authorities are legally required, when exercising their functions, to have due regard to the need to eliminate discrimination and harassment that is unlawful under The Equality Act 2010. We recognise that these duties reflect the international human rights standards as expressed in the UN Convention on the Rights of the Child, UN Convention of Rights of People with Disabilities and the Human Rights Act 1998.

When considering The Equality Act, 2010 we will consider how we ensure equality for the protected characteristics: age, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage and disability identified in the Equality Act. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination by association or discrimination arising from a disability or harassment. The Act contains further guidance on the meanings of these definitions.

In addition, the Special Educational Needs and Disability Code of Practice: 0 to 25 year (Sept 2014) gives practical guidance on how to identify and assess children with SEN and disabilities. Since Sept 2014, Local Authorities and schools have been obliged to take account of this Code, as well as the Children and Families Act 2014. Other related legislation and guidance which could be read alongside this policy are:

- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)

Our School Aims:

Our school aims to offer the best possible environment for all children to come to learn readily and easily. The ethos is warm, secure, caring and friendly. In this calm and happy atmosphere the children receive a curriculum based on the best possible educational opportunities to allow full potential to be achieved. It is our aim that staff are equally well supported with any disabilities or we will make reasonable adjustments to accommodate their needs.

Our school caters for all abilities and needs. We value each individual, each contribution from children, parents, staff and the wider community. Positive attitudes of well-being and good behaviour are encouraged through mutual trust and respect; the cornerstones being praise, appreciation, encouragement and success. We recognise that every individual has qualities and strengths to offer and we aim to foster good relationships between all pupils with or without the protected characteristics.

We will ensure that the General Duties and the Specific Duty identified in the Act are adhered to, and our accessibility plan outcomes are published on the website.

Admissions

Newport Infant School and Nursery is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, advice from Support Services and other relevant professionals will be sought where necessary, to enable an assessment of the individual's needs to be made. This will include access to the various areas of the school premises and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, wherever possible, to remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school. Newport Infant School and Nursery comprises mainly a single storey building with part of it having 3 steps due to the sloping nature of the site. Whilst the Equality Act does not require schools to change their premises, it does require long term plans to be made for improving access to the premises. Therefore, we have a working wheelchair lift, which is serviced every year.

Curriculum Offer

The staff at Newport Infant School and Nursery value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:

- Setting suitable learning challenges, including interventions on Individual SEND Plans as well as differentiated planning;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of ICT and visual aids;
- Using Makaton
- Ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, Muddy Club, sports, theme days and other special events.

When planning their work and arranging their classrooms, the staff will take into account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies. At Newport Infants we value a multi-sensory learning approach and children regularly use Makaton signs or other visual / auditory cues to support their learning.

Support staff are deployed according to their strengths, abilities and training. They provide very effective support and work closely with class teachers to ensure that the pupils make good progress towards their individual targets. Training is given to teachers and teaching assistants to

teach and support pupils with a specific disability. More information about support can be found in the SEND Information Report which is updated annually.

Most written information is presented in different formats to make it accessible. This includes:

- Differentiation of work activities;
- Visual timetables;
- Now and Next boards;
- Visual presentation of information and cue cards;
- Use of appropriate fonts and font sizes;
- Use of coloured backgrounds on IWB or coloured paper;
- Using an enlarged font for people with Visual Impairment

The school is aware that the Local Authority is able to provide translation services and Braille copies if required. We also work closely with the Sensory Inclusion Service, taking advice from them on supporting specific pupils and using any equipment required.

Monitoring of progress will be carried out by class teachers, the Headteacher, SEND Co-ordinator and other staff as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

The Accessibility Policy will be reviewed every three years but the Accessibility Plan will be reviewed annually, to reflect the changing needs of our school population.

Accessibility Plan

Outcome 1 : Access to the environment

Desired Outcome	Action	Responsibility	Timescale	Success Criteria
To identify any children in incoming cohort, or children who transfer at any time during the academic year, who may have specific special educational needs or a disability which require additional facilities.	<p>Liaise with feeder school / nursery</p> <p>Identify specific needs and discuss with LA and parents.</p> <p>Decision to be made as to whether the school can fully meet the needs of the child.</p> <p>Provide appropriate training for relevant staff.</p> <p>Transition meetings and extra visits (if necessary)</p>	Headteacher Deputy Headteacher/ SENDCo	<p>Annually</p> <p>As required</p>	LA and school work in partnership and make all reasonable endeavours to enable access.
To ensure all disabled pupils are able to take part in off-site visits	<p>Consideration of the location/facilities provided for the visit when making a booking.</p> <p>Purchase / liaise with outside agencies to get equipment needed.</p> <p>Hire a coach which can cater for wheelchairs if necessary.</p>	Class teacher / year group leader	Termly for each visit	All pupils, regardless of disability will be able to access all the school visits that we go on.

<p>To improve the physical environment of the school to increase the extent to which children, staff or adults with a disability can take advantage of education and associated services.</p>	<ul style="list-style-type: none"> • Take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes and more accessible facilities and fittings; • Create a risk assessment for each child or staff member with a disability; • Provide additional lunchtime support as needed to enable children with disabilities to access the adventure playground / school field; • Provide a ground floor meeting room and a disabled parking space for parents with a disability to attend meetings and park their vehicle; • Ensure disabled car parking, playgrounds and paths are accessible for all by identifying and eliminating hazards through regular safety reviews. 	<p>Headteacher/ DHT / Business Manager / Governors</p>	<p>Termly review of grounds</p> <p>Yearly risk assessment for pupils and staff completed in September each year and checked termly.</p>	<p>Enabling needs to be met where possible and children (staff and parents) with a disability to have equal and safe access to all of the areas of the school.</p>
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Outcome 2: Access to Information

Desired Outcome	Action	Responsibility	Timescale	Success Criteria
To continue to make available, as required, written information in alternative forms, or staff to consider how they can share information using videos.	Use of videos made by staff with key messages, rather than written material, which are shared on Class Dojo or the website.	Class teachers	Ongoing	<p>The school can provide written information in a variety of formats to meet specific needs and the needs of parents.</p> <p>The school endeavour to get key messages across to parents by the use of videos or face to face info rather than written forms.</p> <p>School limit the number of emails sent home.</p>
	Material can also be translated to support speakers of other languages and also to meet the needs of those with English as an Additional Language.	SENDCo/Class Teacher	As required	
	Website has a translator facility.	Computing Lead		
	Use of translators to support in meetings with parents whose English is a second language.			
	Using the Sensory Inclusion Service, the School has access to a Braille Machine, magnifying bars and provision to make available material in large print and sensory books.	SENDCO		

Outcome 3: Access to the curriculum

Target	Action/Notes	Responsibility	Timescale	Outcome
Make equipment available for children to provide access to curriculum to meet a variety of individual needs.	Assess individual needs and obtain appropriate equipment e.g. sit n move wedge, writing slopes, pencil grips, coloured overlays, ICT equipment, translated word mats etc	SENDCo Class Teachers	Ongoing	The school has suitable equipment to support access to the curriculum for children with specific learning difficulties e.g. dyspraxia.
To continue to provide Makaton signing during key assemblies and during lessons, when applicable.	New staff to endeavour to learn key signs used in school. Training available for new staff (in house training videos made by our staff)	All staff Key staff for signing: AC / MM	As required for new staff	All children in school will be able to understand and use key Makaton signs to support their learning and communication with peers.
To create positive images of equality within the school so that pupils grow into adults who have some understanding of the needs of disabled people and the diversity of the world we live.	Promotion of British Values, including tolerance, through our whole school curriculum offer. Specific activities in our PSHE planning and lessons, whole school values assemblies and special events such as 'Cool to be Kind' Week, jeans for genes day, world DS awareness day, and multicultural weeks.	Whole staff, Deputy Headteacher , Headteacher, all staff	Ongoing	The school promotes equality for all.

Statement of Progress

[illegible]

Appendix 1

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Anti-bullying week, Genes for Jeans day and Black History Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

- Are procedures for the election of parent governors open to candidates and voters who are disabled?