



Waterhouses CE Primary Academy Equality and Accessibility Action Plan 2017-18

Committee(s)	Curriculum and SSSE
Date Approved by Governing Body	1-11-17
Last Review Date by Committee	November 2017
Next Review Date by Committee	November 2018

'Celebrate Learning, Achievement and Friendship in God's Love'
Core Values: Love, Trust, Hope, Respect

Under the Equality Act 2010, the school has a duty to publish equality objectives and to review and revise them at least every four years. We shall monitor outcomes against our objectives and publish progress annually.

Equality Strand	Objectives and Actions	Monitoring	Responsibility	What are the time frames?	Success Indicators.	Progress 2017
All	Ensure all stakeholders continue to be involved in the future development of this action plan through input and feedback at staff meetings, parental engagement meetings, School Council meetings etc	Analysis of feedback	Headteacher SEND link governor Governing body	From Summer 2017		Action plan discussed at staff INSET September 2017 and governing body meetings during the autumn term 2017
All	Ensure all staff, governors and parents are aware of the school's Equality Policy. Publish and promote the Equality Policy through the school website, the newsletter and staff meetings	Monitor any feedback from policy	Headteacher SEND link governor Governing body	Spring 2018	All stakeholders have a good understanding of the Equality Scheme and how it affects all stakeholders. They will have an understanding of current provision and identify gaps.	All staff aware of Equality policy- published on website. Next review of policy February 2018
All	To reduce the gap in achievement for children in vulnerable groups (PP/none PP, SEN/Non-SEN boys/girls) Monitor and analyse pupil	Achievement data analysed.	Headteacher Governing body	On-going	Analysis of data shows the gap is narrowing in equality groups.	Boys/girls- Gap closing. UA boys showing sustained improved achievement for 2016 and 2017 The greater majority of SEND and PP children made good progress (2016-17) Gap between PP and

	achievement data and act on any trends/patterns in the data that require additional support for pupils.					None PP closing slightly but still significant as greater majority of PP pupils are SEND or just above at 'monitoring' stage.
All	Ensure that the curriculum promotes role models and heroes that children positively identify with, which reflect diversity in terms of race, gender, disability and religion.	Increase in pupils' confidence and knowledge of role models.	All staff	From Summer 2016	Notable increase in confidence levels and knowledge of role models by targeted groups.	Some work on role models in Y5/6 RE (Nelson Mandela, Rosa Parks etc) and Science- famous female scientists Curriculum Key Drivers are Aspiration and Diversity - improved integration of these drivers into planning and teaching.

All	Celebrate cultural events throughout the year to increase pupils' awareness and understanding of cultural diversity and different communities. Music, art from other cultures Visitors, displays, pupil visits	Analysis of pupil understanding through questioning	All staff	On-going	Increased pupil knowledge and understanding.	Faith Walk (Y5/6) to Sikh Gurdwara & Baptist Church. Mosque and Islamic wedding (Y3/4) Chinese New Year (whole school) Diwali (EYFS & Y1/2) Judaism (Y1/2) African/Samba drumming workshop. Islamic art (Y3/4) London visit (Y5/6)
All	To develop empathy for and insight into, the lives of people from different backgrounds. Promote positive images which reflect the diversity of the wider community through: topics, books, learning materials,	Through circle time, topics, 'What if' learning, PHSE and school council.	All staff	From Summer 2016	More diversity reflected in school and pupils will be more outward looking, developing an appreciation and empathy of the lives of others.	In-school work successful eg PHSE, topics and books. Link with school in Kenya- not working successful Attempted use of the Big Classroom- online links to diverse schools for blogs and communications - not successful. Discuss with diocese /QEGSMAT for further ideas.
All	To strengthen and develop links with local community through volunteers and students in school. Community lunches, open days, strengthening link with local community groups eg playgroup, luncheon club for elderly, Arrange sports matches with other local schools. Take part in cluster sporting events.	Through the amount of opportunities for local community involvement in the school	All staff	On-going	School will maintain and further develop strong and positive links in the local community that goes beyond links with parents.	Strong links with local community maintained eg playgroup involvement with school, supporting luncheon club, harvest baskets to village, half termly visits to Methodist chapel. Many sporting events- links with QEGS and cluster schools. Waterhouses gardening club.
All	To encourage the pupils to give something back to the community - local and wider afield e.g. Through involvement in local, national and international charities and helping in the community.	Through the opportunities given to pupils for community involvement	All staff	From Spring 2016	Pupils will show a growing sense of responsibility for the local community.	Strong involvement with charities at national and international level- Send a Cow (Africa), Children in Need, Diabetes UK, (local link) Sport Relief, Poppy Appeal, Comic Relief
Race	Identify, respond and report racist	Governing Body	Headteacher	Annually	All staff respond	None occurred 2015 -2017

Equality Duty	incidents as required by the Governing Body and Local Authority.	minutes			robustly to racist incidents.	
Gender Equality Duty	Monitor uptake of boys and girls at after-school clubs and activities	Monitor uptake and address imbalance if necessary.	PE Lead	From Autumn 2016	Both boys and girls continue to take up after school clubs and activities.	Increase in numbers for KS1 football club including girls. More girls taking part in Taekwondo from Sept 2016.

Accessibility Planning

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Accessibility plans in schools are aimed at:

- Increasing the extent to which disabled pupils can **participate in the curriculum**;
- Improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of **accessible information** to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the Curriculum Access at Waterhouses CE Primary Academy

Target	Strategy and Cost (as appropriate)	Lead Person	Outcome	Timeframe	Achievement
For all teachers and TAs to understand and follow the new SEND Code of practice.	Staff meeting (1 X per year) to ensure all are fully aware of their responsibilities	SENCO	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum and ensure Quality First Teaching	On-going	Increase in access to the New Curriculum. Spring Term 2017- all children able to access all areas of the curriculum
Support for all staff so that they can make reasonable adjustments to the curriculum for children identified with SEND.	Support teachers in the planning process as appropriate. Take advice from SENSS team and other external agencies eg medical professionals. Provide CPD opportunities for staff/governors. Additional resources are made available	SENCO	Improved Quality First Teaching so that all children with SEND make at least expected progress.	As part of induction process and on-going as required.	Increase in access to the New Curriculum. 2016-17- Children with SEND made expected or better progress in Reading & Maths. Focus on Writing for 2017-18

	eg Numicon, Dyslexia Friendly help box.				
Dyslexia Friendly teaching strategies are used in all classrooms and around the school.	Analyse use of dyslexia friendly teaching strategies as part of ongoing monitoring procedures. Support teachers/TAs to improve practice as appropriate	SENCO	Children develop independent learning skills and make at least expected progress.	On-going	Increase in access to the New Curriculum Dyslexia Friendly full status further reviewed December 2016
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Class teachers / Headteacher	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going	Increase in access to the National Curriculum. Reviewed Autumn 2017- all children able to access all areas of the curriculum

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils - such as worksheets, textbooks, information about school events - available to those with a disability (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication.

Improving the Delivery of Written Information

Target	Strategy and Cost (as appropriate)	Lead Person	Outcome	Timeframe	Achievement
Review information to parents/carers to ensure it is accessible.	School office will support and help parents to access information and complete school forms.	Office Manager	All parents/carers receive information in a form they can access.	On-going	Deliver of written information is improved. Strong support for parents to access written information. Communication Policy in

					place
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats	Headteacher / Office Manager	The school will be able to provide written information in different formats when required for individual purposes.	From Summer 2018	Delivery of information to disabled pupils improved Website needs improvement
Make available school brochures, newsletters and other information for parents in alternative formats	Review current school brochure and promote the availability in different formats for those that require it. - new prospectus (Headteacher / Office Manager	All school information available for all	By Summer 2018	Delivery of school information to parents and the local community improved. Website needs improvement

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Target	Strategy and Cost (as appropriate)	Lead Person	Outcome	Timeframe	Achievement
To improve Outdoor Provision for EYFS children	Grant funding to be accessed, plans established to develop an improved EYFS outdoor area. (£5000)	EYFS Manager / Site Supervisor	Safer, accessible play area including fencing to be installed so that all children can access area safely.	Summer 2015	Safer, accessible play area in place. Completed Summer 2016

<p>The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors</p>	<p>To create access plans for individual disabled pupils as part of the Individual pupil support planning process when required.</p> <p>Adopt a more proactive approach to find out the access needs of parents/carers/ visitors- (questioning and discussion)</p> <p>Consider access needs during recruitment process</p>	<p>SENCO / Classteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils' needs.</p> <p>Parents/cares have full access to all school activities.</p> <p>Access issues do not influence the recruitment and retention process.</p>	<p>As required</p>	<p>Physical access is in place for all pupils, staff, parents/carers and governors.</p> <p>Access issues to be considered when necessary.</p>
<p>To improve the safety and accessibility of the car park area</p> <p>Improved accessibility inside the building</p> <p>To improve mobility and physical accessibility issues related to the school site</p>	<p>Improve accessibility and safety by removing bollards, levelling the ground (no step up) and fencing the area to separate the car park from the path. (£3000)</p> <p>Designated disabled parking bay. (£100)</p> <p>Portable ramp for two steps in corridor next to stairs (£200)</p> <p>Governors (Site, Safety and Safeguarding Committee) audit site on an annual basis to consider where reasonable adjustments can be made (build into AMP) Work with Entrust Property Development Service and QEGSMAT to move towards improved disabled access.</p>	<p>Site Supervisor</p> <p>Site Supervisor</p> <p>Site Supervisor</p> <p>Site, Safety and Safeguarding Committee</p>	<p>The area between the front path and car park will be separated and levelled, improving safety for pedestrians and improved accessibility for disabled users.</p> <p>Accessible car parking</p> <p>Accessibility improved in the building</p> <p>Reasonable adjustments made to physical infrastructure where financial resources allow.</p> <p>Any future projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.</p> <p>Improved access to all areas of the building in line with Building Regulations & Equality Act Legislation.</p>	<p>From Summer 2017</p> <p>From Summer 2015</p>	<p>Improved safety and access.</p> <p>New fencing around car park in place end of Summer 2015</p> <p>Improved physical access to the building and grounds.</p> <p>Access issues to be considered when necessary.</p>