



# Belleville Wix Academy

## Equality Objectives and Accessibility Plan 2019/20

Date of Policy	Autumn 2019
Review date	This document will be reviewed annually and read in accordance with the Equality Policy. The objectives will be reviewed in Term 1 of the 2020-21 academic year.
Signed by Chair of LGB	
Signed by Headteacher	

## Equality Objectives

Issue	Action	Monitoring	Success criteria	Responsibility	Resource allocation
Implementing systematic approach to equalities Within the school	Training of staff on PSED And Equalities generally	Review at end of term 1 2020-21 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	Director of Inclusion	Time
Ensuring leadership 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 but also those without SEND in school.	Review of data to identify trends for groups with particular protected characteristics	Specific action points to be identified from review of data termly.	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.	Director of Inclusion & SENCO	Time
Children with particular protected characteristics may see themselves as "outside" the system in some way.  Need to foster good	Ensure that the curriculum continues to provide role models which young people can identify with which reflects diversity in race, ethnicity, sex, disability, sexuality and religious belief. Celebrate events based	Monitor assemblies (whole school and key stages) termly to assess coverage.  Termly review of RE and PSHE coverage within and across year groups.	The children will be able to explain the value the school places on inclusivity drawing on specific coverage highlighted under 'Monitoring'.	Year group leaders in RE and PSHE planning meetings.  Deputies  Director of Inclusion &	Time

Relations between groups	<p>on diversity and culture including Black History Month, International Women's day, disabled sporting events, etc.</p> <p>Discussions around non-traditional careers for boys and girls</p> <p>Anti-bullying and religious understanding assemblies</p>			SENCO	
Pupils with medical conditions must be supported	Ensure all staff aware of the Children With Medical Needs Policy	Reminder to all staff of MNP and where to find it (staff room and intranet) termly	Children with medical needs are not disadvantaged in their progress or attainment	VH & SC	Time
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. Monthly meeting with SC & CA to discuss.	The school will have sufficient knowledge to be able to identify and tackle issues swiftly and effectively	SC	Monthly meetings for monitoring and reflection on progress and approach
Parents should know how to raise issues relating to Equality and Diversity	Equality Policy to be placed on the website.	Through reports to governing body meetings	Parents will have sufficient knowledge to be able to know whom to contact.	SC	Time

## Accessibility Plan

Issue	Action	Monitoring	Success Criteria	Responsibility	Resource Allocation
<p>Building is an old Victorian school with significant physical access issues for wheelchair users</p> <p>While wheelchair users can access the ground floor of the building, it is difficult for example to access the outdoor areas and canteen without specific adult assistance.</p> <p>There are currently no permanent wheelchair users at the school. There are occasionally wheelchair users on a temporary basis; and future pupils may be wheelchair users.</p>	<p>Audit of building to identify areas in which physical access can be improved by ramps or lifts; and identify the cost of any actions which are feasible from a building point of view.</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 especially for a permanent wheelchair user, that their class be located on the ground floor.</p> <p>All future building works or alterations to have physical accessibility at the forefront.</p>	<p>Assess procedures when risk assessments for specific individuals are carried out.</p>	<p>A wheelchair user can move from classroom to play area to canteen 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>Q1E Trust A.S SLT</p>	<p>Funding dependent on work needed.</p> <p>Time</p>
<p>Pupils with EHCPs 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 EHCP applications where possible</p>	<p>Central register of auxiliary aids and reasonable adjustments provided; including decisions not to provide a particular adjustment or aid and the reasons for this.</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</p>	<p>Director of Inclusion &amp; SENCO</p>	<p>SEND section of budget to consider the needs of pupils and what is needed.</p>

	Where 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.	Progress and attainment for pupils with need for adjustments specifically tracked and monitored.	parents are not kept in suspense.  Progress and attainment outcomes for pupils needing auxiliary aids or reasonable adjustments improve.		
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 awareness  Review PE & Healthy provision.		Narrowing and eliminating gaps in progress and attainment between all vulnerable groups of pupils  Pupil 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: <ul style="list-style-type: none"> <li>• Provide a signer or interpreter for parents' evenings;</li> <li>• 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;</li> </ul> Parents with learning disabilities may wish to bring a helper.	Staff to monitor which parents 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 Headteacher.	Improved level of contact with some hard to reach parents  Improved outcomes for the children of those parents	Director of Inclusion & SENCO	Time

Ensure accessibility of staff with 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>	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.	<p>All advertising information contains equality statement and encourages candidates with disabilities to apply.</p> <p>Employees with disabilities have reasonable adjustment based on medical recommendations.</p>	Q1E SBM Q1E 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	<p>Encourage parents to discuss all concerns with the school.</p> <p>Investigate and/or support all possible disabilities in collaboration with the family as far as possible.</p>	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	<p>School 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>	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	<p>Review PSHE Curriculum.</p> <p>Review assembly programme to ensure it support pupils in their growth as good citizens .</p>	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

	<p>Involve local disability groups in assemblies and visits to school.</p> <p>Consistent and insistent focus on CARE values.</p> <p>Regular items for newsletter highlighting achievements of all pupils</p>				
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