



Accessibility/Equality Duty Policy/Action Plan

Date of policy: April 2012
Date last review adopted by governing body: 13/07/2017
Frequency of review: Annual

1. Policy statement

- a) In accordance with Writtle Infant School's vision statement/ aims we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality and to ensure all pupils have equality of opportunity and access to school activities;
 - to respect the equal rights of our staff and other members of the school community; and
 - to eliminate discrimination, harassment and victimisation against any individual working in our school.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
- ethnicity;
 - religion or belief;
 - socio-economic background;
 - gender and gender identity;
 - disability;
 - sexual orientation;
 - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity;
 - religion or belief;
 - socio-economic background.

This policy should be seen in conjunction with the Essex Policy – Equality in recruitment.

2. Our school values

Our school values reflect our vision for equality and are Honesty, Inclusivity, Politeness, Perseverance and Independence.

3. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

4. Equality statement

“The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.”

5. Statutory requirements

The equality objectives in Section 9 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

The access plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010 Schedule 10.

Our scheme also covers the statutory requirements outlined in the Early Years Foundation Stage Statutory Framework.

6. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 9 below to promote equality and community cohesion.

- We are a smaller than average school equating with between 20% and 40% of schools nationally
- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils
- The % of pupils from minority ethnic groups is lower than national and places us in the 20th percentile
- The % of pupils with a first language not known to be English was well below national average at 1.7% in 2016, placing us in the 20th percentile of all schools
- In 2016, 2% of Year 2 children had SEND
- There are 2 children with EAL in Year Two and in Year One during 2016-2017. There were 8 children with EAL in EYFS. EAL children did better than other children in 2016-2017.

- Attendance was low for groups FSM/SEN support on our dashboard for 2016-2017. . Note – from the 3 children concerned 2 had extensive medical needs and one had intervention from the local authority

* Information taken from the school’s Department for Education RAISE online Summary Report 2016, SIMS, Dashboard 2017 and Essex Information Report 2016

7. Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation which includes protection of children at risk of bullying in terms of their beliefs. These procedures will follow existing safeguarding policies.

Our school has a specific action plan for Prevent.

8. Cyber-Bullying

This policy should be read in conjunction with our Internet Use/ E-Safety policy. Any incidents of cyber-bullying will be treated in the same way as other incidents of bullying. E-mails or messages that are of a bullying nature should not be deleted.

9. Teaching and learning provision

All staff ensure their classrooms offer an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils’ experiences and starting points and are responsive to pupils’ different learning styles. All pupils are regularly consulted about their learning.

We aim to provide all our pupils with the opportunity to succeed, and to reach their 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 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 and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice in line with British Values and our School Values;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of the needs of our pupils;
- Reach out to parents who do not normally interact with the school.

10. Responsibilities

One named governor, Ralph Bray takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality and access plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents in accordance with the procedures required by the local authority.

Visitors and contractors are responsible for following relevant school policy.

11. Pupils with medical needs

If a pupil has a medical need then a detailed care plan should be obtained from the Health service and shared with the school via the school nurse. All staff are made aware of significant health needs of any pupil and visual reminders are sensitively used throughout the school. Staff receive additional medical training if necessary, which may include training to respond to severe allergies. DFE Guidance 'Supporting pupils at school with medical needs' was published in March 2015. This document offers guidance for schools to follow. If required the LA occupational therapist will come in to undertake an assessment of the building.

First Aid training is administered to all staff every three years. Two members of staff have an extended First Aid Paediatric certificate.

12. Arrangements for the admission of disabled persons as pupils

Our building is all on one level/single storey and is accessible to all. There is an up to date access plan in place. We have our own playground and share the field with the Junior school. We have disabled access and have disabled facilities, including a shower. We have fully inclusive P.E. equipment. Support can be arranged so our extra-curricular activities are inclusive.

The arrangements for disabled persons as pupils would be initiated with a meeting to ensure that we have the facilities to support a child's individual need.

13. Staff development

The skills of all staff are recognised and valued. We will ensure that staff training continually highlights equality issues and will address any needs highlighted. Staff handbooks and professional development activities are available to all staff members, appropriate to their roles, to support their practice in relation to this policy.

14. Publication

This Accessibility/ Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on the school's website or by request from the school office.

15. Review

The scheme will be kept under regular review for three years and then reviewed in July 2019.

16. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- From annual achievement data which is analysed by race, gender, socio-economic background and disability

- Analysis of school community incidents related to inequality
- Parent surveys
- Pupil perception
- Staff input into policy
- SEND review

The evidence is then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

17. Equality Objectives/Accessibility action plan 2017-2020

Equality objectives (focused on outcomes rather than processes)

To continue to make contact with different ethnic/ religious groups within and outside the school community in order to: enrich the curriculum, be representative of all school groups and broaden the pupils' awareness of cultural diversity in a positive and meaningful way.

To continue to monitor and analyse pupil achievement by race, gender, disability and socio economic factors and act on any trends or patterns in data to ensure inequalities are challenged and addressed.

To continue to engage hard to reach parents, for example by sending home termly reports and personal engagement from Headteacher and other staff, in particular engaging those whose children are in receipt of Pupil Premium. Coffee mornings will continue to be offered

To continue to focus on the provision for children in receipt of pupil premium and with SEND and ensure that we are continually reviewing that provision to close the gap

To continue to encourage parents to apply for pupil premium more actively so that we can provide as much support as needed for families and ensure all teachers and LSAs are aware of relevant needs

To ensure that all training is up to date, for example Prevent duty, vulnerable groups safeguarding, and medical needs. This ensures there are no barriers to individual children making progress

To continue to ensure that our children in receipt of Pupil Premium and other identified groups are able to develop their talents and interests – in Years One and Two this year every child in receipt of PP attended a club paid for by the school.

18. Accessibility Plan: 2017-2020

This relates very closely to the disability elements of the equality objectives in Section 9 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
Improvements in access to the curriculum (this includes web accessibility)	To continue to differentiate provision for those pupils with specific requirements (which includes the development of staff expertise/ links with specialist agencies) to ensure they have equality of access to all opportunities within the school and fulfil their academic, personal and social potential. This will depend on the individual needs of the children as they are admitted into our school. A care plan is written for all new children prior to them starting
Physical improvements to increase access to education and associated services	<ul style="list-style-type: none">• To make 'reasonable adjustments' as and when new needs arise/ funding is available. Needs could be for children or staff.• To take account of disability needs, making necessary adjustments where appropriate, when improving the school premises due to routine maintenance/ planned improvements.• To continue to adapt interventions aimed at disability needs, for example gym trail and Lego therapy• To purchase equipment such as sitting supports and writing slopes as needed
Improvements for parents to ensure that attendance for the children reach full potential	This will depend on the individual needs of the child but may include arranging transport with Essex County Council, easing parking issues for particular families, using pupil premium where appropriate.