



Barrow Hedges Primary School Equalities and Accessibility Action Plan Academic Year 2019-2020

This document should be read alongside our Inclusion Policy and a number of our school action plans, including Inclusion, EAL, Mental Health and our Pupil Premium Strategy Plan.

<u>Academic Year 2019-2020</u>	<u>Target</u>	<u>Tasks</u>	<u>Success Criteria</u>	<u>Review - Impact on Equality Duty</u>
Disability ML Govs Staff	<p style="color: red;">The school is clear about pupils staff/parental/carers/ governors needs and supports these through reasonable adjustments accordingly</p> <p style="color: red;">To increase attainment levels of children with Learning Difficulties in school in order to access the curriculum.</p> <p style="color: red;">To ensure there is a greater awareness of and confidence in dealing with pupils with SEND amongst teachers</p> <p>To develop a positive view of disability and increase awareness of difference for children.</p> <p>Children with a disability to access after school provision.</p> <p>Medication is appropriately accessible during school activities.</p>	<ul style="list-style-type: none"> ● New pupils are surveyed to establish particular needs – resources (human and physical) in place for September, or as soon as possible in the case of Mid Term admissions. ● New staff are surveyed to establish if there is particular adjustments/resources/support needed. ● The Inclusion Link Governor is responsible for monitoring this action plan and it will be presented to him, including review notes, at termly meetings with the Inclusion Leader and Head Teacher. ● The Director for Inclusion (Cirrus Trust) will also monitor the implementation and impact of this plan at half termly meetings with the Inclusion Leader. ● There is now increased provision of Chrome Books/I Pads to be used by those with Learning Difficulties in school. Children access these as appropriate to support recording learning in a variety of lessons. ● Identify areas where knowledge and skills base needs to be extended ● Now that the Inclusion journey undertaken by the school is so far along, less explicit training for supporting children with learning difficulties or disabilities is required; however, the Inclusion Leader must continue to contribute to all training, ensuring that any changes to school approaches etc. are done so without compromising opportunities for these pupils. ● Ensure assemblies reflect disability and difference regularly. ● Use new SEND Support Plans to audit and monitor the inclusion of pupils with learning difficulties in after school clubs. ● Review access to medication supporting medical conditions. Share reviewed procedures with staff if necessary 	<p style="color: green;">All parents/staff /children and governors are able to access all aspects of school and communicate with the school effectively.</p> <p>Increased evidence of learning and greater access to learning for children with EHCPs and those with learning difficulties.</p> <p style="color: red;">Staff support children effectively and as a result all children make good progress</p> <p>Children access materials and as a result show greater understanding of difference in discussion.</p> <p>More children with key needs access after school provision and summer school.</p> <p>All children are able to participate in all school activities with medical procedures enabling this. All staff are confident at supporting children with medical needs.</p>	

	<p>Greater awareness of and confidence in dealing with pupils with medical needs amongst staff</p> <p>For pupils with disabilities who require access to the school lift to increase confidence and independence in using this, so as removing any stigma from this means of travel.</p> <p>For effective Personal Emergency Evacuation Plans (PEEP) to provide clarity and safety for pupils requiring one.</p> <p>To develop a positive view of disability and increase awareness of difference for children.</p>	<ul style="list-style-type: none"> Annual training on diabetes, asthma etc. for delegated group of staff. Careful consideration and organisation of training and resources as specific children move into new year group. Ensure new staff well informed. Staff to support identified pupil to access lift independently, using professional judgement to ascertain how much support the pupil needs to do so. Inclusion Leader to liaise with Health & Safety Governor and relevant Trust staff to produce PEEPs for appropriate pupils. To investigate and purchase books and other learning resources reflecting disability. 	<p>Pupils can travel around school with confidence and independence, regardless of any disability.</p> <p>Evacuation procedures are understood with clarity by all and ensure absolute safety for all pupils at all times.</p> <p>Children access materials and as a result show greater understanding of difference in discussion.</p>	
<p>Gender SLT</p>	<p>Boys and girls make equal progress and attainment in all subjects.</p> <p>Both male and female parents/carers have equal access to provision at school to support children's learning</p>	<ul style="list-style-type: none"> The school's improvement plan pays specific attention to all gender gaps and identifies the school's commitment to eradicating the current gap between boys and girls in terms of attainment and progress. Any activity that engages parents ensures that equal access is available for parents of both genders. 	<p>There is good provision which results in equality of attainment and achievement for girls and boys in all subjects.</p> <p>Both male and female parents have full access to any engagement opportunities at Barrow Hedges.</p>	
<p>Disadvantaged Pupils SLT</p>	<p>The gap between disadvantaged children and their peers is continually closing, and the progress made by these pupils is accelerated.</p>	<ul style="list-style-type: none"> See detailed Pupil Premium Strategy for detail of identified barriers, key provisions and stakeholders. 	<p>The barriers identified affecting disadvantaged learners at Barrow Hedges are diminished and these pupils all make excellent progress.</p>	
<p>Race ML, MW Staff</p>	<p>All staff are aware of diversity and are ambassadors of the school's ethos and active resistance to inequality for any social group or person.</p> <p>See EAL Action Plan for further specific targets linked to race, etc.</p> <p>Ensure data analysis covers ethnic minority groups and report on this.</p>	<ul style="list-style-type: none"> The behaviour mentor has reviewed arrangements for anti-bullying and ensured any required staff training has been coordinated. See EAL Action Plan Training for middle leaders on analysing data to incooperates attention to different ethnic groups. 	<p>All staff are confident in handling racist incidents; they understand procedures and follow them. Incidents with a racial basis are decreasing.</p> <p>Families access every day school activities and are confident to raise questions etc. Multiculturalism continues to be celebrated.</p> <p>Pupils for whom English is an additional language are making progress that equals or exceeds their Non English as an Additional Language peers.</p> <p>Staff are confident in analysing progress and attainment of ethnic minority groups and are clear on strengths and areas to develop.</p>	

<p>Sexual Orientation <i>SLT</i></p>	<p>Current issues which relate to casual use of language by pupils that refer to sexual orientation, to be eradicated.</p> <p>Staff are confident to address questions and behaviour relating to pupils' learning of same-sex relationships and family groups</p>	<ul style="list-style-type: none"> To investigate books and other learning resources reflecting different family groupings and promoting understanding for different sexualities and consider how these may be appropriately introduced throughout the academic year. Ensure that when RSE Policy and programme is reviewed that this aspect is included appropriately. Training for staff on equality duty including talking about sexual orientation with younger children – same sex marriages etc 	<p>Resources are in place to support pupils and staff exploring different families groups and settings.</p> <p>Resources are in place to support pupils and staff exploring different families groups and settings</p>	
<p>Religion or belief <i>RE Leader</i></p>	<p>Pupils understand and value the diverse range of faiths and religions represented in the school and the local area</p> <p>Members of different religions provide first hand experiences to children as part of the curriculum.</p> <p>To establish how many different religious groups access parental support systems</p>	<p>Audit and quality assure RE curriculum so that it includes visits to different places of worship</p> <p>Schedule is put in place and becomes embedded in each year group.</p> <p>Schedule of year to be drawn up for all key festivals and celebrated at the correct time.</p> <p>Parent list drawn up to support different faith knowledge.</p> <p>Pupils/parents/staff are always encouraged to share their experiences and knowledge and share experiences of different faiths</p> <p>Celebrations as on new schedule</p> <p>More speakers in assembly /visit school</p> <p>RE Leader creates a current list of parents/carers who are willing to come and talk to the children.</p> <p>Questionnaires are analysed to establish in views of different groups</p> <p>Questionnaires used to establish balance of groups responding to annual questionnaires</p>	<p>Children recognise and value their own or beliefs of others and are able to share these in school.</p> <p>Parents/carers and members of the community visit school to talk about their beliefs.</p> <p>We know that all groups are heard and are able to access the means to have their say.</p>	