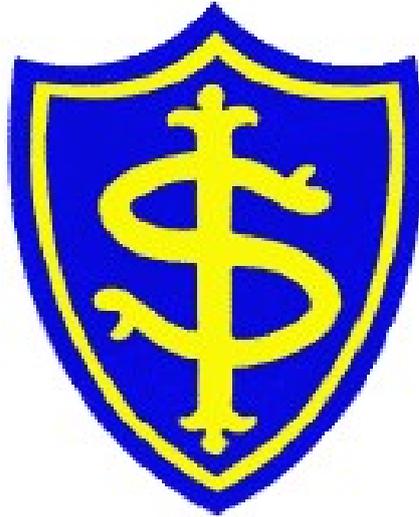


St Ippolyts C.E. (VA) Primary School



**Equality Objectives
and Accessibility Plan**

2017 – 2021

Accessibility Plan and Equality Objectives

1. Purpose of document

This document sits alongside the Equalities Statement 2017 - 2021 which details our school policies in regards to equality legislation. It is a 4 year rolling plan with strategic objectives. The actions will be reviewed annually and new actions will be created.

There are 2 parts in this document:

Section 1:

The Accessibility Plan. This plan is prepared to ensure compliance with paragraph 3 of schedule 10 of the Equality Act 2010. As detailed in the 2014 (updated 2016) guidance from DfE (What maintained schools must publish online) the accessibility plan will be published on our school website.

Section 2:

Equality Objectives

We analyse both quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide specific and measurable objectives. Our Equality objectives take account of both national and local priorities and issues. We keep our equality objectives under review and report annually on progress towards achieving them. Because of the small cohort size, equality information may not be published on our website if individuals (staff or children) would be able to be identified.

2. Reporting on progress and impact

A statement will be published on the school website once a year. This will be signposted in the Weekly Newsletter.

3. How we conduct equality impact assessment and select our equality objectives

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,

- gender and gender identity,
- disability,
- sexual orientation
- age.

Information is gathered to understand views on issues specifically relating to equality issues and these are used to develop our equality objectives.

Specifically, the Head Teacher will ask School Council once a year to gather pupils' views about equality issues.

During the 2017-2018 Planning process, Staff and Governors will be able to suggest objectives for the Equality Plan as part of the annual School Development Planning process. This Equality Plan will then be incorporated into the School Development Plan.

Feedback and evidence will then be prioritised in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harrasment and victimisation, and
- iii. 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.

4. Equality Objectives 2017 - 2021

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
<p>1. To enable our English as an Additional Language (EAL) and non-verbal children to fully access the learning environment and improve communication.</p> <p>Actions to date: Closer links with Speech and Language adviser; all Reception staff trained in 'speech and language checklist' to support early identification, monitoring list discussed during Pupil Progress Meetings; all EAL children now are assessed using the A-E criteria in the school Census;</p> <p>Proposed actions: Consider purchase of Communicate in Print to provide visual support for early language skills. Link in with Woolgrove to learn best practise use of Communicate in Print. Investigate use of Wellcomm toolkit (possibly available to borrow from DSPL (Delivering Service Provision Locally – cluster)) for identified</p>

pupils.

2. Continue work to equip the school so that it is user friendly for all, regardless of mobility or other limitations.

Actions to date: reducing glare through the use of blinds in classrooms and the hall, extended footpath outside reception/CI 1 to improve access; disabled parking space created; in 2016 improved use of assessment data by protected characteristics to identify patterns and actions required; moved the quiet room to a ground floor level to improve accessibility; all doors have self shutting mechanism to improve sound quality; ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible; started Early Bird breakfast club to support working families and staff. Accessible ICT capability – the use of whiteboard screens in every class and in the hall, means that information can also be screened on individual laptops easily for children with Visual Impairment (VI). Staff have been trained by VI and Hearing Impairment (HI) teams to support individual children.

Proposed actions: Handrail into Class 3; review of Inclusive classroom checklist – ensure every class is well stocked with a variety of pencil grips/ overlays/ writing slopes to support all children; InCo to attend Autism Tier 2 training by 2018; all staff to attend Autism AET (Autism Education Trust) Tier 1 training by 2019

3. To reduce the gap in progress for disadvantaged pupils in writing in Key Stage 1

Actions to date: staff training and development in writing; whole school writing scrutiny conducted once a year; lesson observation in writing at least once a year. Pupil progress meetings to ensure Wave 2/ 3 actions to diminish the gap in writing are making an impact. All teachers reminded to have opportunities for extended writing throughout the curriculum.

Proposed actions: Inco to be trained in ELF (Early Literacy Framework, new KS1 intervention developed by SpLD (Specific Learning Difficulties) base) in April 2017 with a view to using in KS1 from September 2017. Precision Teaching training for all Teaching Assistants to improve basic spelling words.

4. Review the provision at lunchtime play to ensure that it is accessible to all.

Actions to date: Sports Teaching Assistant to support mixed gender/mixed ability football games on the playground; introduction of year 6 play leaders to organise safe and enjoyable games to play for all ; purchase of additional play equipment to promote gross motor skills; training for lunchtime staff to promote good use of the playground for children of all ages (so that the older children do not dominate); Circle of Friends used with specific children to equip them with strategies to have a more positive playtime; Data from all recorded playtime incidents using Form 1 (Initial investigation into hurtful incident or allegation of bullying) reviewed by Head; Process for communication following a bumped head enhanced (text sent home; neon yellow sticker on jumper and coat).

Proposed actions: Consider needs of children with ASC (Autistic Spectrum Condition) or other sensory needs at playtime to create a quieter option for outside play. InCo to research possible Quiet club. Using Social stories and picture symbols to explain school rules for pupils who benefit from this.

Accessibility Plan 2017 -2021

This can relate very closely to the disability elements of the equality objectives above, except that it covers pupils only whereas the equality plan includes all members of the school community. This plan complements and does not duplicate the information already covered in the Equality Objectives by focussing on the Teaching and Learning.

The Accessibility Plan shows how access to St Ippolyts School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them wherever possible. We will consult with experts (within the Local Authority and other support organisations) when new situations regarding pupils with disabilities are experienced.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<p>1. To ensure the Inclusive Classroom Checklist reflects current best practise and research.</p> <p>This document was last reviewed in 2013.</p> <p>Proposed Actions: To review the Inclusive Classroom Checklist as a staff team by Oct 2017.</p> <p>To ensure that Wave 1 (for all children) support meets current best practice guidelines.</p> <p>Have a greater range of SEN resources available to all, not just those with identified SEN. This is to help support children as early as possible as they need it, but also increase the usage for those who are recommended (ie. To reduce any perceived stigma from eg. using writing slopes, pencil grips, coloured overlays, writing mats, visual dictionaries).</p> <p>Also to review the use of ICT to support those with SEN. To liaise with the ICT Co-ordinator to review Apps available on ipads/ laptops.</p> <p>2. To consider the social, emotional and mental health needs of children with Autistic Spectrum Condition (ASC).</p> <p>Proposed actions: Think about layout of classroom to include an improved quiet area, safe space.</p> <p>Ask Autism Advisor to provide advice.</p> <p>Consider how we support children with ASC during change eg. do we need to provide enhanced support during assessment week when</p>

	<p>emotional needs might be higher.</p> <p>Consider impact of high stress situations eg. fire drills on children with ASC.</p> <p>Consider needs of children with ASC during lunchtime. Can any improvements be made?</p> <p>All staff to be trained in Tier 1 AET (Autism Education Trust) Standards (2 hour session) by 2019; Inco to be trained in Tier 2 AET Standards by 2018.</p>
<p>ii. Physical improvements to increase access to education and associated services</p>	<p>Academic Years 2017 - 2021</p> <p>Ask all staff for feedback about any physical improvements that could be made to increase access. Any improvements identified will be prioritised for completion across the 4 year plan.</p> <p>Install handrail to the 2 steps into Class 3 to improve access for all.</p> <p>Note: CI 5 is the only area that cannot be made fully wheelchair accessible currently due to narrow doorway and stone steps due to Victorian building.</p>