

# St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



**Equality Objectives and  
Accessibility Plan 2021 - 2025**  
Date of Review: June 2022

## **Accessibility Plan and Equality Objectives**

### **1. Purpose of document**

This document sits alongside the Equalities Statement 2021-2025 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 Because of the small cohort size, equality information may not be published on our website if individuals (staff or children) would be able to be identified.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, and
- age.

Information is gathered from stakeholders 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 2022-2023 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:

- 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.

## 4. Equality Objectives 2021-2025

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
<p><b>1. To enable our English as an Additional Language (EAL) and non-verbal children to fully access the learning environment and improve communication.</b></p> <p><b>Actions to date:</b> 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; purchase of Communicate in Print to be used in KS1, Wellcomm toolkit purchased and used as a baseline for all Reception children to identify early gaps.</p> <p><b>Proposed actions:</b> Use 'Racing to English' programme consistently to support those new to school with very emergent English language skills.</p>

## **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/Cl 1 to improve access; disabled parking space created; continued use of assessment data by protected characteristics to identify patterns and any 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 VI. Staff have been trained by VI and HI teams to support individual children, handrail placed into Class 3, Inclusive classroom checklist reviewed and all classes have a variety of pencil grips/ overlays/ writing slopes. All staff have been trained in Autism Training (by the AET) – all at Level 1, with key staff trained in Level 2 and Level 3.

**Proposed actions:** Train staff and children in accessibility features of ICT so that they can select features that meet their needs eg. simplifying text, text to speech recognition, coloured filter on screen.

## **3. To reduce the gap in progress for disadvantaged pupils in writing**

**Actions to date:** staff training and development in writing; whole school writing scrutiny conducted once a year by the Literacy Co-ordinator; 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. Training recently has included ELF and Precision teaching. Specialist teachers (eg. SpLD base, Autism Advisors, EP and Woolgrove Outreach) have been used more widely to support individual children. Reading Revival purchased to support whole word learning of high frequency words.

**Proposed actions:** Nessy online spelling and reading programme to be used with targeted individuals to help support the secretarial aspects of writing. Technological alternatives to writing to be used for identified children eg. accessibility features on apps.

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

**Actions to date:** providing Mr Jefferies 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 to see if we can learn from them; Process for

communication following a bumped head enhanced (text sent home; neon yellow sticker on jumper and coat), all Lunchtime staff attended Jenny Mosley's 'Positive play' course in January 2020. Implementation of Zones of Regulation in whole school 2021-2022, to support emotional development, play and friendship issues. Hitchin Primary Behaviour support engaged for a few children. Friendship intervention – Talkabout used with a few children.

**Proposed actions:** Development of Wellbeing Garden – plan for implementation of use at play and lunchtimes 2022-2023. Consider needs of children with ASC (Autistic Spectrum Condition) or other sensory needs at playtime to create a quieter option for outside play. Using Social stories and picture symbols to explain school rules for pupils who benefit from this. Using Zones of Regulation more extensively with some children to create personalised toolkits where needed.

## Accessibility Plan 2021 -2025

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.

	<b>Actions (focused on outcomes rather than processes)</b>
i. Improvements in access to the curriculum	<p><b>1. To ensure the Inclusive Classroom Checklist is being consistently applied in Quality First Teaching.</b></p> <p>The Inclusive Classroom Checklist was last reviewed in November 2021 with agreed standards for support available within the classroom.</p> <p>Proposed actions:</p> <p>To do a learning walk/ teacher self assessment to ensure these are readily and consistently available in class.</p> <p>Have a greater range of 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><b>2. To consider the social, emotional and mental health needs of children during and after the Covid pandemic.</b></p> <p>Proposed actions:</p> <p>MH Kitemark awarded September 2021. Annual Action Plan to be reviewed and updated September 2022.</p> <p>Zones of Regulation initially introduced April 2021 to whole school. Plan to consolidate and extend use of this approach needs to be made as part of the</p>

	<p>SDP for 2022-2023.</p> <p>Continue with Annual Wellbeing Week on an identified theme.</p> <p>Ensure MH First Aider and MH Lead continue to attend refresher training as required (currently 2 yearly) to ensure they are up to date with best practice and latest thinking.</p>
<p>ii. Physical improvements to increase access to education and associated services</p>	<p><b>Academic Years 2021-2025</b></p> <p>Ask all staff for feedback about any physical improvements that could be made to increase access. Inclusion Manager to liaise with the Site Manager. Any improvements identified will be prioritised for completion across the 4 year plan.</p> <p>Note: CI 4 is the only area that cannot be made fully wheelchair accessible currently due to narrow doorway and stone steps</p>

The Equality Objectives and Accessibility plans will be included in the School Development Plan so that there is a high focus on these throughout the whole school community.

**Ratified by Governors on:**     **June 2022**  
**Frequency of policy review:** **Annually**  
**Review due by :**                     **June 2023**  
**Policy maintained by:**           **Inclusion Manager**