

Wix Primary School

Equality Objectives and Accessibility Plan 2016-17

This document should be reviewed annually and read in accordance with the Equality Policy.

These objectives will be reviewed in Term 1 of the 2017-18 year.

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 2016-17 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	RO	Time
Ensuring leadership 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	Inclusion lead, supported by deputies	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,	Monitor assemblies, whole school and key stage termly to assess coverage and what else to cover. Termly review of RE and	The children will be able to explain the value the school places on inclusivity drawing on specific coverage highlighted under ‘Monitoring’.	RO – whole school assemblies SB – KS2 assemblies ADJ – KS1 assemblies RE and PSHE coverage in planning meetings	Time

relations between groups	<p>sexuality and religious belief</p> <p>Celebrate events based 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>	PSHE coverage within and across year groups, to assess coverage and what else to cover.			
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	RO	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 dealt with	Monthly review of any such incidents by Learning Mentor. Monthly meeting with RO to discuss.	The school will have sufficient knowledge to be able to identify and tackle issues swiftly and effectively	Learning Mentor and RO	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.	RO	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>Financial – JG Assessments – Inclusion Lead and Site Manager</p>	<p>£££</p>
<p>Pupils with learning</p>	<p>Parents to be asked to</p>	<p>Central register of</p>	<p>School is aware of any</p>	<p>Inclusion Lead</p>	<p>££</p>

<p>difficulties may require auxiliary aids or extra teaching and learning support</p>	<p>communicate any perceived requirement for adjustments at the beginning of the school year.</p> <p>Make SEN applications where possible;</p> <p>Where no SEN statement, 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.</p>	<p>auxiliary aids and reasonable adjustments provided; including decisions not to provide a particular adjustment or aid and the reasons for this.</p> <p>Progress and attainment for pupils with need for adjustments specifically tracked and monitored.</p>	<p>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 parents are not kept in suspense.</p> <p>Progress and attainment outcomes for pupils needing auxiliary aids or reasonable adjustments improve.</p>		
<p>The curriculum needs to be accessible to all</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all 		<p>Narrowing and eliminating gaps in progress and attainment between disabled and non-disabled pupils</p> <p>Pupil participation in PE programmes which are fit for purpose</p>	<p>Early years and KS1 – ADJ KS2 – SB, supported by Inclusion Lead</p>	<p>Time</p>

	<p>classrooms and resources are organised in accordance with pupil need.</p> <ul style="list-style-type: none"> ▪ Standing item in Inset Day training for equality and diversity and disability awareness ▪ Review PE and Staying Healthy Curriculum. 				
Some parents have disabilities	<p>School will provide assistance for disabled parents to access the school. For example:</p> <ul style="list-style-type: none"> • We may provide a signer or interpreter for parents' evenings; • We may 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; • Parents with learning disabilities may wish to bring a helper. 	<p>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 CTs at the beginning and end of the day; share this information on a confidential basis as soon as they become aware with the Head Teacher</p>	<p>Improved level of contact with some hard to reach parents</p> <p>Improved outcomes for the children of those parents</p>	<p>RO Inclusion lead Learning Mentor</p>	<p>Time</p>
Some staff have disabilities	<p>Encourage staff to disclose requirements for reasonable adjustments</p> <p>Encourage applicants to</p>	<p>Wandsworth HR monitor individual needs of all recruited staff and recommend any working adjustments to the</p>	<p>All advertising information contains equality statement and encourages candidates with disabilities to apply.</p>	<p>SBM</p>	<p>Time and ££</p>

	<p>disclose need for reasonable adjustments to recruitment or interview process</p> <p>Ensure that staff know who to approach about obtaining reasonable adjustments</p>	<p>school within first weeks of the employee starting work.</p>	<p>Employees with disabilities have reasonable adjustments made as per Wandsworth/medical recommendations.</p>		
<p>We may not know about all disabilities because not all pupil disabilities are covered by SEND and some disabilities are invisible</p>	<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>	<p>CTs monitor and record any concern on disability and work in conjunction with SENDCO and Learning Mentor to seek appropriate professional guidance.</p>	<p>Improved level of disability need which is wider than typical SEND issues recognised, met and supported within the school</p>	<p>Inclusion Lead and Learning Mentor</p>	<p>Time and £££</p>
<p>School trips may not always be readily accessible to pupils with disabilities</p>	<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>	<p>Monitor proposed trips with needs of cohort in mind.</p>	<p>Children with disabilities attending as many trips as their peers (and the same trips as far as is possible)</p>	<p>Inclusion Lead</p>	
<p>Disabled pupils may be</p>	<ul style="list-style-type: none"> ▪ Review PSHE 	<p>Monitor whole-school and key stage assembly</p>	<p>Children able to discuss and explain bullying in</p>	<p>Learning Mentor</p>	

<p>at increased risk of bullying</p>	<p>Curriculum</p> <ul style="list-style-type: none"> ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school <p>Regular items for newsletter highlighting achievements of pupils with disabilities</p>	<p>content at end of each term, 2016-17 for analysis of coverage.</p>	<p>this particular context.</p>		
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