**Equality Act Three-Year Accessibility Plan 2016-2019**

**Aims and objectives:**

* To plan for improvements to ensure that all Staff, Pupils, Parents and Visitors can have access to the premises, curriculum and information.
* To ensure that no-one is discriminated against.

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|  | **Activity and Proposed Action** | **How will the impact of the action be monitored?** | **Who** | **when** | **Success Criteria** |
| 1 | Publish and promote the Equality Plan through the school website, newsletters and staff meetings. All staff are aware of the school’s ‘Single Equality Plan’. Staff to continually be involved in the future development of the plan. | Website will be updated  regularly  Termly newsletters  Designated staff meetings | Headteacher  designated  member of  staff | Throughout  each school  year – once  a term | Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays  Parents are aware of the Equality Plan |
| 2 | Admissions criteria are not discriminatory . | Provide appropriate and reasonable adaptations as necessary to ensure no-one is discriminated against | Headteacher and governing body | Throughout the academic  school  year | Prospective Pupils will be selected based on reasonable adaptations. |
| 3 | Monitor and analyse pupil achievement by race/ethnicity/FSM and disability and act on any trends or patterns in the data that require additional support for pupils. Extra  support will be provided for those pupils who are under-achieving in order to make progress in their learning and their personal well-being | Achievement data analysed by race/ethnicity /FSMand disability.  Interventions to support agreed  at Pupil Progress Meetings | Headteacher | Annually | Analysis of teacher assessments /  annual data demonstrates that there is no gap between various groups or that the gap is  narrowing for equality groups. |
| 4 | Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school’s diversity in terms of race and disability. This in turn will help pupils to understand and value others and value diversity. | Increase in pupils’ participation,  confidence and achievement  levels  - monitor through lesson evaluations, assessments, progress tracking, the student council and annual pupil questionnaires, | Senior Leadership Team (SLT) | Throughout each academic  school  year  Annual review of schemes of work and audit of resources | Notable increase in participation and  confidence of targeted groups |
| 5 | Ensure when recruiting new members of staff no discrimination is made against any one based on their religion, ethnic group, or disability. | All staff will be employed solely based on their ability to meet the criteria as specified in the job description. | SLT/Governors | Ongoing | All applicants for positions are treated equally. |
| 6 | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity in order to highlight the diversity of the school and the wider diversity of the community in which they live. | Increase in pupil participation,  confidence and positive identity  – monitor through PSHE, other subjects (ex: English, art, DT), | Headteacher  All adults  working in  school | For September 2019 | More diversity reflected in school  displays across all year groups, particularly to reflect the diversity of the wider community which may be wider than the diversity of the school community |
| 7 | Celebrate variety of cultural events throughout the year to increase pupil awareness and understanding of different communities | Planning of curriculum and enrichment activities such as topic weeks  Monitor quality of displays throughout the school  Preparation in lessons both LK & Secular | SLT | Throughout each academic  school  year | Increased awareness of different  communities shown in lessons (PSHCE, art, DT, English, etc)  and assemblies  . |
| 8 | Monitor and analyse attendance and behaviour data by race/ethnicity and disability and act on any trends or patterns in the data that require additional support for pupils. Extra  support will be provided for those pupils who are poor attendees or arrive late in school. Monitor records of incidents, including racial and bullying incidents and act on any trends in the data that indicate over-representation of any of the equality groups. | Attendance and behaviour data analysed by race/ethnicity and disability.  Interventions to support agreed  at Pupil Progress Meetings | Headteacher | Annually or as needed | Analysis of school attendance and behaviour/exclusion  data demonstrates that no particular group is over-represented. |
| 9 | Make the premises accessible to all users. ( This does not include top floor)  To increase access to rooms by wheelchair users. | Check that all users can access the ground floor through the ramp and the upper floor through the lift  To install electronic door openers in new school. | Proprietors  Staff    Project team for new school | Already provided | Access to main parts of building for people with physical disabilities  Pupils/visitors who use wheelchairs will no longer require assistance in moving around building. |
| 10 | Identify parents/carers who have disabilities or English is not their first language that could affect their interaction with the school | Write to parents an n to request information about potential access problems.  Where possible arrange interpreters to attend parent/teacher meetings. Provide information in alternative formats and languages. | Parents /carers | Annually | School aware of and able to meet needs of a parents/carers in relation to their accessing information about their child’s progress in school |
| 11 | Assess and improve working environment for any Pupils or staff with visual or hearing impairment, or other identified disability | e.g. review signage around the school; incorporate appropriate colour and lighting schemes when refurbishing, and install blinds on south-facing on windows.  Provide pupils with visual impairment or deafness with appropriate resources and environment | Seek advice from the Hearing and VI teachers | Autumn Term of each academic year | Disabled Pupils have improved access to curriculum.Staff with disabilities able to fulfil their responsibilities after reasonable adaptations have been made. |