



Houldsworth Valley Primary Academy ACCESSIBILITY AND EQUALITY PLAN - 2018-2019

This document should be read in conjunction with Samuel Ward Academy Trust's Equality Objectives.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Disability Equality Duty 2005 and Equality Act 2010. Houldsworth Valley Primary Academy is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

At Houldsworth Valley Primary Academy

- We try to ensure that everyone is treated fairly and respectfully.
- We want to make sure that our school is a safe and secure place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of
 - Their age
 - A disability
 - Their ethnicity
 - Their gender
 - Their gender identity
 - Their marital or civil partnership status
 - Pregnancy or maternity
 - Their religion or belief
 - Their sexual identity and orientation

The Leadership Team and Governors at Houldsworth Valley Primary Academy School regularly review the progress that we are making to meet our equality objectives with regard to protected groups under the Equality Act 2010.

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access.
- Increase access to the curriculum.
- Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. Our accessibility plan forms part of this document.



1. IMPROVING ACCESS TO THE CURRICULUM						
Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
Annual review of curriculum to ensure needs of students are matched by curriculum and staffing - Amended curriculum 2018 - SFA - Maths Mastery	Headteacher Curriculum coordinator SENCo Maths and English Subject Leads	Annually	All children are making expected progress or achieving individual targets	Data collection scrutiny half termly Pupil progress meetings termly Action plans completed by class teachers half termly Data accessible to subject and key stage leads		Target tracker implementation and training PIRA/PUMA
Multi Agency Referral forms actioned for all students identified as being at risk	DSL ADSLs	As necessary	No students at risk	Safeguarding update weekly at SLT meetings Use chronology sheets for individual pupils so patterns over time can be identified File safeguarding records alphabetically by surname so patterns across family groups can be identified		Safeguarding training every two years Annual updates for safeguarding training delivered by the DSL (Trainer 4 trainer in school)
Children with identified needs have access to resources to support learning - Pre/Post teaching - EEF interventions	SENCo Headteacher Class teachers	As necessary	All children who have additional needs have access to extra resources			
All children with an EHCP to be assessed for SATs Access arrangements	Year 6 class teacher/s SENCo	Apply by March	All children are able to access Year 6 SATs	Extra LSA readers used for the test Use of planned breaks/additional time		

2. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT						
Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
To ensure all children/staff and visitors can safely access all areas of the school	Caretaker	As necessary	All children, staff and visitors can access the whole site	Monitor weekly for damage Fix damages where they have been found Ensure areas are cordoned off when under construction Staff to report any damages they find as soon as possible		Caretaker induction/training
Ramps and lifts available at relevant points to ensure all parts of the site are accessible	Headteacher Caretaker	On going	All ramps/lifts are kept clear and in good order to ensure access to all areas of the school	Regular checks by the caretaker to ensure lift and ramps are in working order		Cost of repair where necessary
Fire emergency evacuation plan in place Risk assessments in place for individual pupils with disabilities	Headteacher Class teachers Admin team	On going	All emergency evacuation systems are in place	Weekly checks of fire alarms Annual review of fire emergency - shared with staff and in the induction Termly fire alarms		Time to carry out checks Costs of repairs where necessary
Classrooms optimally organised for disabled children/staff and pregnant staff	Class teachers	On going	Classroom environments adapted/arranged as needed Risk assessments in place for pregnant staff	Risk assessments written Class teachers to modify classroom layout when necessary		Time to write risk assessments
School environment reviewed to ensure it is accessible for all	Headteacher Senior Leadership Team	Annual check	School environment physically accessible to all	Monitor this annually and if new staff/children join with a specific accessibility requirement		Time to carry out the check



3. IMPROVING PROVISION OF INFORMATION

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
Ensure communications from the school are clear, simple and regular - Written - Verbal - EAL	Headteacher School Leadership Team	On going	The website is accessible for all and compliant with the Ofsted criteria Communications home are clear and frequent Facebook/Twitter/ Parentmail	Termly checks and regular updates given for the website Facebook updates to inform parents of key information Parentmail used to send communications where possible Forthcoming events communicated to parents half termly		Time, Parentmail, Facebook account, use of texts

4. ACTIVELY PROMOTE GENDER EQUALITY THROUGHOUT THE SCHOOL

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
Promote gender equality through education and displays around the school	All staff	On going	Balance of work from different genders on display	Regular updates of displays Learning walks		Time for learning walks, display resources
Actively challenge traditional gender stereotypes through education and positive role models	All staff	On going	Children will aspire to a range of jobs/professions	Monitoring planning Visitors invited in to assemblies Careful choice of people to study to inspire boys and girls Monitor attainment and progress of boys and girls - book looks, pupil perceptions		Time to do monitoring tasks, visitors for assemblies, resources to help promote different aspirations e.g. role play, books, video clips, etc

5. ACTIVELY PROMOTE RACE EQUALITY THROUGHOUT THE SCHOOL

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
Promote race equality through education and displays - 'Ready for Life' curriculum	All staff	On going	Balance of work from different races on display	Regular updates of displays Learning walks		Time for learning walks, display resources
Promote children's knowledge/awareness of a range of cultures	All staff	On going	Children will be knowledgeable and accepting of a range of different cultures	Visits/visitors Theme days Monitor RE/PSHE curriculum on long term plans - 'Ready for Life' curriculum Assemblies		Time to do monitoring tasks, visitors for assemblies, curriculum resources

6. ENSURE DISADVANTAGED PUPILS HAVE EQUAL ACCESS TO THE CURRICULUM AND EXTRA-CURRICULAR TASKS

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
Provide support for disadvantaged pupils to attend school trips	Admin team Class teachers	On going	Children in receipt of pupil premium funding have opportunities to attend school visits	Details given in trip letters		Supplement for costs of trips
Encourage/promote extra-curricular activities for disadvantaged children - Lunchtime Clubs implemented	Headteacher Admin team	On going	Children in receipt of pupil premium funding to attend extra-curricular activities	Use of free clubs during school hours Supplement cost of clubs outside of school hours Provide equipment required for extra-curricular activities Promote families completing the pupil premium funding forms		Cost of activities, equipment



6. ENSURE DISADVANTAGED PUPILS HAVE EQUAL ACCESS TO THE CURRICULUM AND EXTRA-CURRICULAR TASKS - continued

Actions	Person Responsible	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training
Ensure pupils in receipt of pupil premium funding achieve well at school	School Leadership Team Class teachers and Learning Support	On going	Pupil premium children's attainment and progress will at least match that of the non-pupil premium children	School uniform for pupil premium funded children Data protection scrutiny half termly Pupil progress meetings termly Actin plans completed by class teachers half termly - highlighting the pupil premium children in the class Data accessible to subject and key stage leaders Pupil premium children identified on planning		Time for pupil progress meetings, additional support and resources for the identifies children