



Federation of Shevington Primary Schools' Equality and Accessibility Plan 2019-2022

Introduction

This plan sets out how the Federation will continue to work to promote the protected characteristics –age, gender, race, religion and belief, disability, sexual and gender orientation, marriage, civil partnership and pregnancy. The plan will be used to ensure that we always keep our eyes on the ball in relation to equality issues.

This plan addresses our specific duties under the Equality Act 2010 and various other equality legislation.

Background

As any typical school we have a range of children from differing backgrounds and life experiences albeit that some groups are very we ensure equality and fairness for all, is a priority.

As a non-denominational school we teach the Wigan prescribed syllabus for RE and therefore ensure that there is no religious bias or influence. As a primary school issues of sexual identity rarely arise amongst pupils. We have well planned PSHE Schemes in both schools that meet statutory requirements.

As Wigan employees, all staff are recruited using Wigan Council's equal opportunities procedures to guard against unlawful discrimination. We carry out monitoring procedures on progress, attainment and achievement data as necessary to ensure that children from all groups reach their full potential and to review and amend the schools' curriculum if necessary to reflect societal changes

Impact Assessment

All Federation policies are reviewed over time. This is an ideal opportunity to review their impact on the larger cohort of children attending both schools and on those that fall into the minority and vulnerable groups identified.

The school prospectus, the staff handbook, the behaviour and attendance policies, the policy for teaching and learning and the school improvement plans have been assessed in regard to the general duty under the Disability Discrimination Act 2005 and the SEND Code of Practice 2014. Where LA policies have been adopted by school, particularly in relation to employment and school admissions, these are expected to conform to the requirements of the Act. A database of children's participation in extra-curricular activities is maintained.

Ongoing analyses of all achievement data are used to evaluate the impact of school activities on the achievements of children with SEND (Special educational needs and disabilities). Wigan Local Authority and National data collections (Analysing School Performance) also supports the school in monitoring attainment and progress of all groups of pupils.

Wigan Early Years Team also monitor data that is sent to the Local Authority from their Nurseries. Progress and attainment is monitored for all groups. Feedback is given to schools.

In addition classroom discussions within the PSHCE curriculum are used to monitor children's attitudes towards both adults and children with disabilities.

Parents / carers are asked to respond to questions about the school's treatment of people with disabilities.

All school policies/plans are reviewed on a rolling programme over 3 years. Policy reviews include an assessment of their impact in relation to disability equality.

This scheme is in 3 parts:

Part 1- Promoting Equality of All Groups Plan

Part 2-Promoting Disability Equality Plan

Part 3-Accessibility Plan

This document meets the requirement under the following legislation:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- DfE Guidance - The Equality Act 2010 and Schools

PART 1 – PROMOTING EQUALITY OF ALL GROUPS

Action Plan to address the General Duty to promote equality

Aims	Actions	Responsibility	Timescale	Evidence that it is completed
i. Promote equality of opportunity	<ul style="list-style-type: none"> • Publish and promote the Equality Action Plan through the school website seeking Governors approval. • Continue to provide a fully inclusive curriculum and opportunities for every child to develop skills, knowledge and understanding. • Continue to follow Wigan LA equal opportunity guidelines in relation to recruitment and promotion of staff • Federation LGBGT trained TA/ Teacher – knowledge updated as necessary when training available. 	<p>Senior Leaders</p> <p>Governing Body</p> <p>Heads of School</p>	On-going	<p>No child or adult feels or is treated differently.</p> <p>Parents/Carers are aware of the Equality Scheme via the website</p> <p>Children are tolerant of each other as evidenced through CPOMS data- few if any references to bullying of minority groups.</p> <p>Staff know who to approach and from time to time are briefed by these staff on updates.</p>
Monitor attainment, progress and attendance of all groups of children.	<ul style="list-style-type: none"> • Groups identified on Target Tracker • Group data reported to Governors • Group data discussed at progress meetings. • Continue to monitor differences in attainment between boys and girls and 	<p>Teachers</p> <p>Special Education Needs Manager</p>	Monitoring calendar in place.	<p>Group data available for monitoring Governor data is RAG (Red Amber Green) highlighted and they can reference info easily on how those groups are performing. Action plans developed as necessary.</p>

	address these in actions contained in the improvement plan.	Senior Leaders		
Eliminate unlawful discrimination	<ul style="list-style-type: none"> Monitor all processes and procedures carried out in school to ensure that none are discriminatory. <p>Provide appropriate CPD to staff so that they:</p> <ul style="list-style-type: none"> recognise hate, sexist and homophobic incidents are aware of the Prevent strategy for preventing, identifying, reporting and tackling signs of radicalisation are able to promote positive attitudes and deal with incidents. 	Governors Senior Leaders Inclusion Manager	On-going	<p>Staff development, learning resources, literature, visits, visitors, play activities etc. are all free from any discriminatory messages</p> <p>Staff feel empowered to promote equality through conscious actions, procedures and behaviours. Staff are able to deal effectively with any evidence of radicalisation and of discrimination</p>
Eliminate all forms of harassment	<ul style="list-style-type: none"> Continue to provide children with a rich and varied curriculum that helps them to understand diversity. Use cross-curricular themes to enhance children's understanding e.g. through geography and PSHE exploring life in India and Africa and children's attitudes to those of Asian origin in this country; through PE explore the adaptations that allow people with disabilities to perform in sport at the highest level Follow up all hate / sexist / homophobic incidents according to school policy and Local Authority guidance. Record and analyse data. 	Heads of School Inclusion Manager RE Curriculum	On-going Annual programme of topics and joint events	<p>. Children are curious about and interested in diversity.</p> <p>Children can discuss and debate appropriately, issues of race and cultural diversity, disability and gender. Parent/Carers comment on children's attitudes. Procedure clear to all staff.</p>

	<ul style="list-style-type: none"> Planned Curriculum map for diverse educational experiences-e.g. Hindu Temple. 	Leaders and all staff		Few incidents reported to Governors within Executive Head teacher's Reports
Promote good relations between different groups. To encourage the development of good citizens.	<ul style="list-style-type: none"> Develop links with schools in other areas in this country and abroad when available- past experience of French and Romanian visits/visitors -Organise team meetings with outside agencies to discuss provision for children with complex needs Provide a range of extra-curricular activities including sports provided by external agencies that may be more accessible to disabled children Check all extra-curricular providers – are they trained to cater for disabled children. Continue to evaluate via pupil and parent questionnaires, - awareness, knowledge, understanding, and attitudes in order to review and amend the programme Ensure that children from minority groups are properly represented in performances, photos, decision making, special events etc. School websites have Google Translate Facility to allow all ethnic groups to access information about the school. 	Heads of School Curriculum Leaders Special Educational Needs Manager		The school is actively promoting equality through its procedures, provision and curriculum. This involves all staff and pupils Children's progress, attainment and achievements reflect their true potential and the efforts made by school to provide for any additional needs All pupils are able to access extra-curricular sport and other activities such as peripatetic music tuition, attendance at the residential outdoor education venues Parent questionnaire – general equality issues - Spring 2019

Disability Action Plan

PART 2 – PROMOTING DISABILITY EQUALITY

Introduction

This plan sets out how the Federation works to promote equality **specifically in relation to disability**

Definition: A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Disability Discrimination Acts and the Equality Act 2006. It forms part of our general Equality Scheme and also relates to our Accessibility Plan. Under the Disability Discrimination Act 2005 (Disability Equality Duty) schools have a duty to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination and harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people
- Take steps to meet disabled people’s needs even if this requires more favourable treatment

This document has been shared with a wide range of stakeholders, all staff, Governors and staff who are working with children with special educational needs.

Eliminate unlawful discrimination	<ul style="list-style-type: none">• Follow LA policies on staff recruitment and all employment procedures and on admissions• Monitor prospectus information to ensure equal access and treatment of disabled people	Executive Head Teacher Governors	Review period – 3 years	All policies reflect requirements of the legislation Parents/carers, visitors to school are informed
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	<ul style="list-style-type: none"> • Check and prioritise amendments to policies to ensure that there is no discrimination. • Follow up any reported incidents of discrimination following school policy. 	Admin Officers Admin Officers		
Eliminate harassment related to disability	<ul style="list-style-type: none"> • Adopt a zero tolerance approach to disability discrimination • Termly reminder to staff and children about anti-bullying policy and code. Include specific reference to bullying against anyone with a disability. 	Executive Head Teacher Heads of School	Ongoing Anti-bullying week – autumn term	Report termly to staff and Governors
Promote positive attitudes	<ul style="list-style-type: none"> • Acquire books, teaching materials that promote positive attitudes. • Revise achievement assemblies to include equality of access e.g. sportsmanship award, friendship award • Ensure displays promote diversity of race, gender and disability 	Heads of School	Ongoing	Curriculum leaders report to Governors Children with disabilities well represented in rewards Displays evident around school
Encourage participation in the life of the school	<ul style="list-style-type: none"> • Ensure all children are given the opportunity to take part in school life especially class elections and performances 	All staff		Young Governors reflect the social mix of the whole school.
Grant more favourable treatment	<ul style="list-style-type: none"> • Implement required recruitment procedures – invite all eligible disabled candidates to interview • Ensure recruitment pack outlines non-discriminatory procedures Review Induction Policy • Ensure accessibility to building and services allows full participation • Raise awareness amongst parents/carers about the need to grant more favourable treatment to those with disabilities. 	Executive Head Teacher Governors Curriculum and Resources Committee		Risk assessments – all activities are risk assessed as necessary with regard to individuals with disabilities Accessibility plan evaluation – annual report to Governors

		Special Educational Needs Manager		
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PART 3 – ACCESSIBILITY PLAN

Accessibility Plan as required by the special SEND code of Practice 2014

Aims	Actions	Responsibility	Timescale	Evidence that it is completed
<p>Publish and promote the Accessibility Plan</p>	<ul style="list-style-type: none"> • Governors to agree and approve in line with correct times – every 3 years. • Governors awareness raised on the needs to ensure accessibility plan is in place 	<p>Executive Head Teacher</p>	<p>June 2019</p>	<p>Plan on website and uploaded to Governor Hub.</p> <p>Paper copies available at school or as a down load.</p> <p>All physical requirements are prioritised as necessary at Resources Committee ensuring best value to be within budget.</p>
<p>All pupils have access to the Curriculum and a full school life</p>	<ul style="list-style-type: none"> • Before children start school/ Nursery, liaison with Parents/Carers is essential and pre-school settings for the Reception Class. • Health Care Plans are drawn up if necessary. • Ensure ongoing consideration of teaching and learning across the curriculum, including disability awareness issues – see disability action plan • IEP/EHCP are up to date and reviewed on an annual basis. • Attendance and academic data is monitored. • Prioritise issues and address in SIP as necessary • Ensure educational visits are accessible to all pupils and facilities available offsite are suitable- liaise with parent/carers as necessary. • Continue PSHE ,nurture and similar programmes to improve access of all children • Class teachers to liaise with next teacher/ school to aid smooth transition. 	<p>Heads of School Reception Teacher</p> <p>Special Educational Needs Manager</p>	<p>On-going in SIP</p>	<p>All pupils have access to a broad and balanced curriculum.</p> <p>Data from SEND pupils is monitored on tracking programme alongside all other groups</p> <p>All children take part in all educational visits with no barriers to access the wider curriculum.</p> <p>Smooth transfer of children to next stage with no issues arising.</p>

<p>The physical building meets the needs of all with disabilities</p>	<ul style="list-style-type: none"> • The Fire Plan is clear on access routes for all • All fire exits are kept clear • Fire Drills have a plan for those children with disabilities to ensure they exit the building safely • Adults know the fire procedure with these children/ staff members • School decoration is sympathetic to those with visual impairments • DDA is a part of all building projects undertaken by contractors working on our sites. • Monitor school premises to ensure that all children have safe access to all areas of the school both inside and outside. • Provide for accommodation needs as required by pupils • School access facilities serviced and maintained as necessary by school maintenance contractor. • Reasonable adjustments will be considered at all times. 	<p>Staff and children Governors</p> <p>Office Managers and caretakers</p> <p>Office Manager</p>	<p>On-going</p>	<p>Annual Governors' Health and Safety checks show accessibility for all both inside and out.</p> <p>Schools / carparks are on one level so this is a bonus.</p> <p>Fire drills/ records evidence no exit issues in drills.</p>
<p>Access to Information</p>	<ul style="list-style-type: none"> • Adults know how to obtain large format of school information • SENCO knowledge updated to be able to signpost adults /children to the correct services. 	<p>Office Manager</p> <p>Inclusion Manager</p>		

Equality monitoring

- Analysis of achievement data
- Incident – reports
- Extra-curricular uptake – database

EHT and Head of School monitoring

- 3 yearly questionnaires for children and parents / carers

How information gathered is used

- All monitoring information is reported to Governors
- All monitoring information is used in school improvement planning

Staff development

- Legal requirements and school ethos in relation to general and disability equality as well as any school issues are part of staff induction and are raised at all staff meetings.

Annual reporting in relation to the Action Plans will occur as follows:

- The Executive Headteacher will report to the Full Governors' Summer Term meeting.

Signed: _____ Chair of Governors

Date: