

## Equality and Accessibility Objectives 2022-2026

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included with this plan and will be reported to Governors and the local authority.

<b>Leadership and Management</b>			
Aim	Steps to Success	Impact of Aim	Review Time Frame
<p>Leaders (including governors) will ensure that all children (including those who are SEND) have full access to our curriculum and are able to socialise and interact with children of all abilities and needs.</p>	<ul style="list-style-type: none"> <li>✓ Lessons are planned and resourced to meet needs of children.</li> <li>✓ Resources are purchased when required to support learning (costed by the Inclusion Budget).</li> <li>✓ Lessons will be differentiated (in a variety of ways) to ensure all children can participate, understand and learn.</li> <li>✓ Children are given the opportunity to work with and interact with their peers in a variety of lessons and activities (SEND <b>will not</b> always be with SEND).</li> <li>✓ All children can participate fully in clubs that are offered by the school.</li> <li>✓ Members of the leadership team carry out regular learning walks, pupil conferencing, book monitoring and informal observations/conversations with this aim as a focus.</li> <li>✓ Advice, support and materials from outside agencies for particular needs are used.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children have full access to education and can actively participate in lessons and activities developing their skills, knowledge and understanding.</li> <li>✓ All children are included and can mix and socialise confidently with their peers and staff.</li> </ul>	<p>Formally reviewed each term by CD who will then feedback to JE/SBr and allocated governor.</p> <p>However, informal observations and conversations will frequently take place and appropriate actions will be implemented as required.</p>
<p>Leaders (including governors) will ensure that all staff and governors will have access to appropriate training to support those with SEND.</p>	<ul style="list-style-type: none"> <li>✓ Appropriate training will be given when suitable.</li> <li>✓ If available, leadership receive certificates from all staff when training takes place to show successful completion of courses.</li> <li>✓ Leadership(including governors) will keep updated on changes within legislation and DfE guidance and give feedback, support and training to staff and governors when required.</li> </ul>	<ul style="list-style-type: none"> <li>✓ New guidance is recognised and implanted promptly.</li> <li>✓ Adequate support is provided to staff to support those with SEND.</li> <li>✓ Staff and governors are knowledgeable about SEND.</li> </ul>	<p>Formally reviewed each term by CD who will then feedback to JE/SBr and allocated governor.</p>
<b>The Quality of Education</b>			
Aim	Steps to Success	Impact of Aim	Review Time Frame
<p>All children will have appropriate access to Physical Education lessons and activities.</p> <p>(This includes providing suitable resources when required)</p>	<ul style="list-style-type: none"> <li>✓ Lessons are planned and sequenced to develop skills.</li> <li>✓ Lessons and tasks are suitably adapted to support SEND when appropriate.</li> <li>✓ Resources and used to support SEND children. (Resources are purchased when required to support learning (costed by the Inclusion Budget).</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children can participate in lessons and develop their skills.</li> <li>✓ Children’s confidence continues to grow.</li> <li>✓ Appropriate resources are used to support children.</li> </ul>	<p>Formally reviewed each term by CD and PE co-ordinator, who will then feedback to JE/SBr and allocated governor.</p>

	<ul style="list-style-type: none"> <li>✓ Space and area used for activities are carefully considered and adapted when necessary.</li> </ul>		
All children will have access to educational trips and experiences with all reasonable provisions and arrangements put into place prior to the trip/experience.	<ul style="list-style-type: none"> <li>✓ Educational trips and experiences support extend children's knowledge and understanding.</li> <li>✓ Trips are well planned and risk assessments are in place.</li> <li>✓ The venue is informed about any specific arrangements required to enable access for all children.</li> <li>✓ Experiences within school are well planned and suitable areas are selected for activities to take place.</li> <li>✓ Suitable staffing is in place.</li> <li>✓ Parental/guardian advice is taken when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children have educational trips and experiences.</li> <li>✓ Knowledge and skills are gained.</li> </ul>	Each trip/ experience will be reviewed by CD, JE/SBr and staff member.

### Personal Development

Aim	Steps to Success	Impact of Aim	Review Time Frame
<p><b><u>Physical Health:</u></b> All children will extend their knowledge of positive physical health and how to value and support their bodies.</p>	<ul style="list-style-type: none"> <li>✓ All children have access to the PE curriculum (as stated above) and understand the impact that exercise has on their body.</li> <li>✓ Children understand the importance of a balanced diet and healthy life style.</li> <li>✓ Children will have full access to RHE lessons.</li> <li>✓ RHE scheme teaches children about their bodies, what is good and bad for them and how they change as they get older (age and year group appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children know the importance of diet and exercise.</li> <li>✓ Children are healthier.</li> </ul>	Scheme of work for RHE is reviewed by SBr/JE and CD each academic year with input from staff members.
<p><b><u>Mental Health:</u></b> All children will develop their understanding of mental health and the importance of speaking about their feelings.</p>	<ul style="list-style-type: none"> <li>✓ Children know what is meant by the term 'mental health'.</li> <li>✓ Children know what can affect mental health.</li> <li>✓ Children feel confident to share their feelings, thoughts and ideas and know that they can ask for help.</li> <li>✓ Children ask for support when they need it.</li> <li>✓ Staff recognise when children may need support with their mental health and support them (which may include outside agencies) appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children know what mental health is and are able to express their feelings and ask for support when needed.</li> <li>✓ Children will receive support and guidance needed.</li> </ul>	Scheme of work for RHE is reviewed by SBr/JE and CD each academic year with input from staff members.


### Emergency Procedures

Aim	Steps to Success	Impact of Aim	Review Time Frame
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Robust and secure procedures will be in place to ensure that all children (including those with SEND), staff and visitors remain safe during emergencies- including practice drills.	<ul style="list-style-type: none"> <li>✓ Policies are in place and reviewed when required with governor's approval.</li> <li>✓ Staff members are aware of the policies and can implement the correct procedures depending on the situation.</li> <li>✓ Appropriate plans are in place to support those with SEND (this may be required for a specific person for a specific need)</li> <li>✓ Practice drills take place and are reviewed by site manager and leadership team.</li> <li>✓ Action is immediately taken if a procedure fails or does not support those needed adequately.</li> <li>✓ Training is provided to those who require it.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children, staff and visitors are safe.</li> <li>✓ Staff understand and can follow correct procedures.</li> <li>✓ Policies are clear and ensure correct procedures are in place.</li> </ul>	Safety protocols will be checked each term. This will involve the site manager and JE/SBr who will then feedback to CD if required.
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**Visitors to the School (including parents) with SEND**

Aim	Steps to Success	Impact of Aim	Review Time Frame
All visitors must be able to safely enter the school grounds and building.	<ul style="list-style-type: none"> <li>✓ Site managers inspect the premises each morning and makes checks to equipment as required to do so within their role.</li> <li>✓ When appropriate, visitors must sign in at the office/entrance when entering the building and are expected to read the Code of Conduct.</li> <li>✓ Office staff always ask for identification and/or suitable information before allowing access beyond the waiting area.</li> <li>✓ All visitors are provided with and must wear a 'Visitor's Pass'.</li> <li>✓ Staff will question any 'strangers' if they are not wearing the correct pass.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The premises are safe and secure.</li> <li>✓ Children, staff and visitors are safe in school.</li> <li>✓ A log of visitors is recorded.</li> <li>✓ Equipment is safe to use and replaced when required.</li> </ul>	<p>Daily checks will be carried out by the site manager.</p> <p>Safety protocols will be checked each term. This will involve the site manager and JE/SBr who will then feedback to CD if required.</p>
Appropriate facilities must be available to support the needs of visitors.	<ul style="list-style-type: none"> <li>✓ Appropriate parking is clearly marked and provided.</li> <li>✓ The school is accessible (Ground floor building with a ramp via Deykin Avenue side of the building).</li> <li>✓ Suitable disabled toilets are available.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The building can be safely and easily accessed by all.</li> <li>✓ Provisions are in places to support people when they are needed.</li> </ul>	<p>Daily checks will be carried out by the site manager.</p> <p>Safety protocols will be checked each term. This will involve the site manager and JE/SBr who will then feedback to CD if required.</p>

Written by:	Craig A Downes
Signed:	
Date:	19.05.2022