



Equality and Information Objectives including Accessibility Plans

Document Detail	
Policy Reference Number:	65
Category:	Pupil Related
Status:	
Chair of Trust Board Signature	
Date Approved:	February 2021
Issue Date:	February 2021
Next Review Date:	February 2022

Reviewed and updated	Stakeholders involved
January 2019	Gillian Jackson (Headteacher), Tanya Mortlock and Laura Carman (Assistant Headteachers)
11.03.2019	Gillian Jackson (Headteacher), James Brown (Governor)
Reviewed October 2020	Gillian Jackson (Headteacher) Tanya Mortlock (Assistant Headteacher) Michelle Connell (Assistant Headteacher)

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Introduction

This document supports and should be read alongside the Inclusive Multi Academy Trust Equality Plan 2018. This document can be found on the Trust website www.inclusivemat.co.uk

Beechfield's Beliefs

Be kind, work hard and love learning, so we are confident individuals, successful learners and responsible citizens.

Promises

Our three core beliefs **be kind, work hard and love learning** underpin everything we do. We believe in a positive culture of collaboration and support where we value, praise, reward and celebrate.

Through high expectations and positive relationships we enable our pupils from many different backgrounds and cultures to work together to become **confident, successful and responsible**.

We have a nurturing ethos that instils a sense of personal responsibility. We ensure everyone is **kind** and respectful towards themselves, others and their environment, developing **responsible citizens** for the future.

We value effort and working hard. We teach resilience and perseverance when faced with challenges and celebrate excellence and **success** when we **work hard** and give our best.

We inspire a **love of learning** through a rich and purposeful curriculum. We provide opportunities to learn about issues that affect our lives and communities, to enable all to become **confident**, independent thinkers and develop the skills needed to be successful in an ever changing world.

School context

Beechfield School is a non-denominational Community Primary School. It is part of the Inclusive Multi-Academy Trust and is situated in North Watford. The area is very multi-cultural. There are pockets of deprivation in an area of very mixed social composition. These include stable professional working backgrounds, to unemployed and single parent families. Housing is mixed and includes private ownership occupation, rented and housing association accommodation. Children are also admitted from temporary accommodation at the Women's Refuge.

There are higher than average levels of mobility with many children joining the school after the start of term and mid-year. Many of these children arrive from abroad with no attainment data and some speak no English.

The local community benefits significantly from its great diversity of cultures and ethnicities. The school welcomes and includes all families. There are currently 50 named languages and dialects spoken in school by children, parents and staff. This is beneficial in successfully promoting inclusion, understanding, learning and community cohesion.

Those eligible for the pupil premium funding 14 PPG and 80 FSM (January 2021). However, this may not be a true reflection of the need of the community as many parents are unable to apply as they are new to the country and do not have recourse to public funds. The school has worked continuously to support families in the area and to address these issues.

The entry levels of children entering the Foundation Stage are generally significantly below age related expectation. This is because the children have poorly developed pre-learning skills and some speak only mother tongue, or are at an early stage of English language acquisition. This is reflected in assessment data that shows lower scores in language, communication, PSED, understanding of the world and mathematics than in other areas of learning.

The proportion of BME children has grown with 55% speaking English as an additional language. The pupils' innate ability, attitudes to learning and parental support varies greatly between the different ethnic groups. As a result, some groups far exceed national expectation whereas other groups fall below the national average. The year on year trend for this varies. *Data updated January 2021*

Characteristics (25.01.2020)	1.1.1	Breakdown (number and %)
Number of pupils	404	Number and % Female 201 49% Number and % Male 203 51%
Number of staff	55	53 Female 2 Male
Number of governors	9	6 67 % Female 3 33 % Male
Religious character		Non-Denominational
Attainment on entry		Lower than Hertfordshire/National Average
Mobility of school population		2017-2018 9.11% new starters 16% leavers 2019-2020 2020-2021 From Sept 20 to Jan 21: 33 have left; 27 have joined
Pupils eligible for FME	84	84 are FSM but we have 94 PPG including 2 service children 8 EYPP
Deprivation factor		
Disabled staff	0	
Disabled pupils (SEN/LDD)	49	5 ASD 13 SLCN 5 SEND support 8 other difficulties/disabilities 10 SEMH 2 MLD 1 SLD 5 other
Disabled pupils (no SEN)	0	
BME pupils	221	55% BME pupils
BME staff	19	35% BME staff
Pupils who speak English as an additional language	215	There are 50 languages: 189 pupil speak English 45 Romanian 25 Urdu 23 Portuguese 15 Twi 13 Gujarati 11 Pahari 10 Polish 9 Turkish 8 Persian 7 Albanian 6 Hungarian
Average attendance rate		Academic Year 2017 – 2018: 94.1% Attendance to date 2018-2019: 94.6% auth 4% unaut 1.5% (42 children who came and went) Attendance 2019-2020: 90.8% auth 7.4% unauth 1.9% (441 including ch who came and went) Attendance Year 2020-2021: 94.3% so far auth 3.8% unatu 1.9%
Significant partnerships, extended provision, etc.		Children's Centre, DSPL 9, Apex, Acorns Centre, Chessbrook,
Awards, accreditations, specialist status		Schools Sports Silver Mark, Virtual school introduction to Attachment Aware and Trauma informed practice

Accessibility Plan

Context:

The intention of the Accessibility Plan is to:

1. Increase the extent to which disabled pupils can participate in the school curriculum,
2. Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, and
3. Improve the delivery of written information to disabled pupils.

Description of school

The original school building was built in 1970. The KS2 block was completed in March 2013. Access to the school grounds is via two pedestrian entrances and a vehicle entrance from the public highway. All entrances have lockable gates.

All visitors report to the school reception area. This is situated at the front of the school and is accessible from either of the entrances. We have procedures in place to assist any pupil or visitor with a physical disability. The external door to the entrance and the new building require a code for access which is given to staff only. Visitors wait in the 'holding area' in the reception area until granted access by one of the office staff. CCTV is installed around the KS2 (newer) building to monitor that area of the school including walkways.

School facilities

There are two designated disabled parking bays at the front of the car park closest to the school reception area. Our fire alarm system provides visual aid for people with impaired hearing. The school has a unisex disabled toilet in the entrance corridor of the main building and one on each floor of the KS2 building.

Visually contrasting colours are used on all external signage. All doorways have wheelchair access. There is a lift in the Key Stage 2 building to get to the upper level. Where children or adults have a physical disability, where appropriate, a risk assessment will be undertaken and a designated escort will be available in case of evacuation. There is a specialised 'Fire Evacuation Chair' to enable disabled pupils to evacuate from upstairs. Should any information be inaccessible to any stakeholder, the school can arrange either to translate, read and/or explain the contents. The school will endeavour to make reasonable adjustments whenever necessary.

All pregnant workers have a risk assessment which is reviewed throughout their pregnancy and also upon their return to work.

School Layout

The school is made up of two buildings – the older building at the front of the site containing the main reception area, EYFS and KS1. This building is all on one level apart from a few steps at the very back leading down to the main external exit door. Whilst there is no ramp for this exit, anyone requiring wheelchair access would be guided to one of the classroom exits on the same level. The newer building towards the back of the site houses KS2 and is made up of two floors. There is lift access should it be required.

Access to the whole of the school grounds is made possible by walkways incorporating slopes. Once a term, a member of the Governing Body undertakes a Health and Safety audit. Included in this review is a check of the building to ensure there are no potential hazards.

Classroom facilities

All classrooms, other than Years 5 & 6 (upper floor), have external doors. To improve acoustics throughout the school for people with impaired hearing, most classrooms are carpeted. We also have Sound Field Systems in all classrooms and the assembly hall.

Curriculum

The school provides a curriculum which meets the diverse needs of the pupils and support from teaching staff, teaching assistants and other professionals is targeted according to children's individual needs

Identifying Barriers to Access: A Checklist

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive but has encouraged us to ensure a flexible approach to the further questioning of the accessibility at Beechfield School. The checklist was completed by Mrs Jackson (Headteacher), Tanya Mortlock (Assistant Head) and Michelle Connell (Assistant Head).

Section 1: How does your school deliver the curriculum?

	Red	Amber	Green
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled children?		x	
Are your classrooms optimally organised for disabled pupils?			x
Do lessons provide opportunities for all pupils achieve?			x
Are lessons responsive to pupil diversity?			x
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			x
Are all pupils encouraged to take part in music, drama and physical activities?			x
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			x
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			x
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		x	
Do you provide access to computer technology appropriate for students with disabilities?		x	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			x
Are there high expectations of all pupils?			x
Do staff seek to remove all barriers to learning and participation?			x

Section 2: Is your school designed to meet the needs of all pupils?

	Red	Amber	Green
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?			x
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			x
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			x
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			x
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? N/a			
Are any of the décor or signage considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			x
Are areas to which pupils should have access well lit?			x
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			x
Is furniture and equipment selected, adjusted and located appropriately?			x

Section 3: How does your school deliver materials in other formats?

	Red	Amber	Green
Do you provide information in simple language, symbols large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		x	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud writing on the whiteboard and describing diagrams?		x	
Do you have the facilities such as ICT to produce written information in different formats?		x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		x	

Access Plan

This is the access plan for Beechfield School, which has been created after reviewing all aspects of the school site, the Inclusion Policy and the Equality Plan, and looking at options for improving accessibility within existing arrangements. The school has four years in which to meet the objectives. However, the school will monitor the implementation of the plan at least annually and keep under review the access needs of the school. In addition, the school will report on the progress of the plan at least yearly to the Local Governing Committee.

1: Access to the Curriculum:					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	To ensure that emotion and feeling vocabulary is taught throughout the curriculum. To ensure that children are given the tools to access vocabulary and emotion vocabulary.	Emotion boards to be present in the classroom. Children are taught the vocabulary of feelings and emotions through the curriculum. Teachers to extend and expand on vocabulary banks Specific tools to be created for individual children as appropriate, e.g. individualised emotion boards, Picture Exchange Communication Systems.	The vocabulary of feelings and emotions is used continuously. Children who struggle with the language of feelings and emotions are given visual/manipulative tools to use as a scaffold.	Spring Term 2019 continue to embed and then ongoing.	September 2019 : Zones of regulation introduced on whole school staff INSET day. Rolled out into classes.PSHE curriculum autumn 1 is Protective Behaviour for whole school.Pastoral Team providing support for those who need it. Supporting 1:1 for those with SEMH. October 2020: Zones of regulation is in place. First 2 days of term focused on Network Flower and Protective behaviours. Referrals to pastoral team as necessary. Risk reduction plans, anxiety mapping in place. All children have had a Boxall Profile carried out. Emotion boards in classrooms/on some children's desks.
Medium term	Ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils and that, through the training, classrooms are optimally organised for disabled pupils	SENCo to book targeted specialist SEN training for individual teachers according to the needs of the class (e.g. VI, ASD, HI) Access advice and strategies via the appropriate external agency e.g. Educational Psychologist, Colnbrook Outreach, Chessbrook, SPLD Base and Specialist Teachers. Ensure training for TAs as well as teachers.	Teachers empowered through training to support all pupils access to the curriculum Staff will be confident in managing specific needs within the classroom and school environment. Staff will be confident to use technology to support pupils with disabilities	Training to be sought and booked following discussions with the teachers at the earliest opportunity. Referrals made to the appropriate agencies.	Sept 19 Some pupils with SEND have external agency involvement. Advice and strategies are implemented. TAs attend Chessbrook, Scerts training, speech and language, liaise with Acorns Centre, Occupational Therapist. Advisory teacher been in for child in Reception. Training for AET planned for spring term 20. Susan Miller from Chessbrook in 5/10/19. October 2020: sequence of SEND CPD is planned for this year. 6 sessions focusing on different aspects of SEND. Jan 2021: Training on specific difficulties with literacy was held. Strategies being put in place to support. SEN pupils being supported remotely during lockdown.
Long term	Review PE curriculum to ensure PE accessible to all and caters for the interests of children with disabilities.	Gather information on accessible PE and disability sports. Gather information on external sports providers in the area that cater for children with disabilities.	Children with disabilities access sport in school. Parents and Carers are signposted to external sports providers who cater for children with disabilities.	On-going	Parent signposted to Watford FC sports courses for pupils with SEMH. October 2020: PE curriculum been reviewed so there is a clear progression in knowledge and skills.

2: Physical Environment

	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	If appropriate, Health Care Plans completed. Car Park Passes are reviewed at least annually. School work closely with staff, governors and parents to understand needs.	The school is aware of staff, governors and parents access needs and meet as appropriate. Parents/Carers have access to all school activities.	On-going	There are parents who are allowed to park in the school car park. Yearly a school car parking letter is sent out to see who needs a car parking permit. 6 parents access this 2019. We have one parent with a mobility scooter. He occasionally uses the school car park. October 2020: school continues to support parents with specific needs. There are 4 families who use the school car park.
Medium Long Term	To ensure better accessibility for the whole school community around the outside of the school building.	Site Manager, Office Manager and SENCo to consider possible longer term solutions regarding the path leading in from the front gate to main entrance.	Paths to be less congested at drop off and pick up times.	On-going	Path quotes are coming in to widen the path. October 2020: Covid 19 has meant a one way system has been implemented in school. The Sussex Road gate has also been opened to improve accessibility. The one way system has meant that pathways are less congested and more accessible.

3: Delivering Materials in other formats

	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	School to be aware of possible support by external providers to provide written information in different formats.	The school investigate services available through Hertfordshire and/or Charities for converting written information into alternative formats.	The school will be able to source external agencies to provide written information in different formats when required for individual purposes if and when required	Spring 2019 ongoing	There are school staff who speak different languages and they support with translation when needed. There is a translate button on the school website. October 2020: School are using EAL Academy to look at systems to improve communications with our families who are EAL
Medium Term	Regularly review stakeholders access arrangements to information provided by school in order that information is given in appropriate forms e.g. simplified language.	PST will continue to provide support to parent/carers when asked to read letters and support with applications etc. Provide translations as appropriate where the school has language matches.	Information is presented in ways which is accessible to stakeholders or support is provided for stakeholders to access the information.	On-going	PST have arranged for ESOI lessons to support parents with EAL. We provide language matches. Parent Voice meetings can address communication and what school can do to make it better. October 2020: Parent Voice meetings, weekly parent coffee mornings to see what we can do to improve things for our parents. EAL Academy in November 2020 will look at systems.
Long Term	To provide access to computer technology appropriate for students with disabilities.	Specialist Teachers to advise appropriate technology. SENCo and FSW to explore other avenues to acquire the appropriate technology e.g. personalised commissioning or charities.	Children with disabilities have access to specialist computer technology to enhance their access to the curriculum.	On-going	We use laptops to support children with handwriting, spelling difficulties. Also to support specific pupils e.g. JM in 4. Technology is also used as a motivator for specific pupils. October 2020: Purchase of Lexia £3850 to support pupils with Literacy difficulties Use of Catch up Fund.

Equality Action Plan 2020/2021

Equality Objective	Protected Characteristic	R	A	G	Responsibility	Measurable Success Indicator	When	Outcome/evaluation
Gaps close in attainment and progress between all groups of vulnerable pupils	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy and Maternity Ethnicity and race Religion and belief Sex Sexual orientation				Class teachers Phase Leaders SLT Curriculum Leaders analyse data, ensure actions taken close gaps and impact positively on attainment and progress. SLT will ensure in PPMs gaps are identified and provision is appropriate.	<ol style="list-style-type: none"> Teaching is good or better in all classes. Focused CPD- EAL training, Talk 4 Writing, Maths Mastery, SEND, SLT support. Teachers have a clear knowledge of progression and skills in all subjects. Assessment is used effectively so that: <ul style="list-style-type: none"> -Vulnerable groups are identified by teachers, phase leaders and SLT -Pupil outcomes are regularly analysed monitored for trends. -Additional support is in place where required so that gaps are narrowing or closed. -The impact of any additional provisions is audited to ensure gaps are closing. -Current research has been used to ensure interventions are effective. Outcomes for all children (attainment and progress) has been improved. 	ongoing	
All children can access online learning	Age Disability Ethnicity and race Religion and belief Sex Sexual orientation				Class teachers SLT	<ol style="list-style-type: none"> School has investigated the link between who has technology at home and progress in school. Class teachers know who has a device they can use at home – if they don't what impact is this having? Homework set on Google Classroom Local businesses contacted to donate old laptops that can be reconditioned and given out. PPG individual spend can be put towards a device. 		
Reduced number of incidents against any of the protected characteristics are put in place to address this	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy and Maternity Ethnicity and race Religion and belief				Class teachers SLT Support Staff	<ol style="list-style-type: none"> Embed the Jigsaw PSHE scheme so there is clear progression in knowledge and skills to support teaching about protected characteristics. The school community know what bullying is and is not, and have an accurate definition of a racist incident. Organise for whole school workshop. Any incidents against protected characteristics are identified, reported and responded to. Victims are supported. Interventions are in place to support the 	ongoing	

	Sex Sexual orientation					<p>perpetrator e.g. to gain an understanding of their actions; to identify the reasons for their behaviour.</p> <ol style="list-style-type: none"> Staff, parents and pupils are happy with the effectiveness of response given by teaching staff /SLT. Data has been analysed for any trends and appropriate interventions have been implemented as a result. The impact interventions have been reviewed to ensure a reduction in the number of incidents. Figures are reported to the Governing Body. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged. 		
The school curriculum is representative of the ethnicities and cultures in our school, and wider society.	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy and Maternity Ethnicity and race Religion and belief Sex Sexual orientation					<ol style="list-style-type: none"> Subject leaders review their subjects with support from AHT to ensure a diverse range of voices and experiences. Subject leaders to ensure that there is a balanced view of historical events. English lead to ensure there is a broad range of diverse texts for children to access. Teach anti-racism throughout the whole school curriculum. Teachers are able to talk explicitly about diversity in the school curriculum. 		
To ensure that BAME staff have a platform to make recommendations in a bid to eliminate any prejudice and systemic racism.	Ethnicity and race					<ol style="list-style-type: none"> Create a staff diversity council where staff are able to participate and speak freely about their experiences. Agree a common language so all staff feel safe to openly discuss ethnicity, culture, prejudice, racism, anti-racism. Staff feel that issues raised have been addressed with positive outcomes. 		