



Equality and Information Objectives including Accessibility Plans

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Introduction

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

Vision and Values

Beechfield's Vision: Be kind, work hard and love learning, so we are confident individuals, successful learners and responsible citizens.

We believe that a positive culture of collaboration and support where we value, praise, reward and celebrate will ensure that Together Everyone Achieves More.

Beechfield's aims:

- To be a centre of educational and social excellence.
- To have a nurturing ethos that instils a sense of personal responsibility.
- Ensure everyone is **kind** and respectful towards themselves, others and their environment, developing responsible citizens for the future.
- To have positive culture of collaboration and support where we praise, reward and celebrate so our school community is happy and confident.
- To value effort and teach resilience and perseverance when faced with challenges. To celebrate success when we **work hard** and give our best.
- To have happy children who are inspired to have a **love of learning** through a rich, purposeful and creative curriculum.

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 that ranges from 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 47 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 is 19% (75 pupils). 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.

There are 15 out of the 17 possible ethnic groups. There are 187 pupils 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 2020

Characteristic	Total	Breakdown (number and %)
Number of pupils	405	Female 212 52% Male 193 48%
Number of staff	55	54 Female 1 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		Jan 2020
Pupils eligible for FME	53	13%
Deprivation factor		4.11%
Disabled staff	0	
Disabled pupils (SEN/LDD)	4	1%
Disabled pupils (no SEN)	0	
BME pupils		46.3%
BME staff		26.6%
Pupils who speak English as an additional language	187	46%
Average attendance rate		Attendance Jan 2020 so far 95%
Significant partnerships, extended provision, etc.		Children's Centre, DSPL 9, Speech and Language, Communications Team, Chessbrook, Acorns, Educational Psychologist, Apex Sports
Awards, accreditations, specialist status		Schools Sports Silver Mark, Bronze Eco Schools Award Progress for KS2 the school was 14 out of 481 schools in Hertfordshire

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.

All external doors 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. 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, all classrooms are carpeted.

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. Jigsaw PSHE scheme purchased and in use from autumn 2. Pastoral Team providing support for those who need it. Supporting 1:1 for those with SEMH.
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.
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.

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.
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. Spring 2020: bid submitted to Trust to widen the path

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.
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.
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.



Equality Action Plan 2019- 2020

1. Eliminate discrimination, harassment and victimisation 2. Advance equality of opportunity. 3. Foster good relationships

Equality Objective	Protected Characteristic	R	A	G	Responsibility	Measurable Success Indicator	When	Outcome/evaluation
To close gaps in attainment and progress between vulnerable groups of pupils	Disability/SEND Ethnicity and race Background Disadvantage Sexual orientation Gender Gender identity Religion and belief		/		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"> 1. The vulnerable groups in each year group are identified by teachers, phase leaders and SLT. Completed oct 2019 2. Pupil outcomes have been regularly analysed and thus monitored by ethnicity, gender and disability. 3. Any trends or patterns in progress and attainment data have been identified and additional support is in place where required. 4. Where gaps, between a vulnerable group and their peers are identified, they are narrowed through effective monitoring and intervention. 5. The impact of any additional provisions is audited to ensure gaps are closing. 6. Current research has been used to ensure interventions are effective. 7. Outcomes for all children (attainment and progress) has been improved. 	ongoing	<p>July 2019 data EYFS all groups of children did less well than the national for attainment. KS1 all groups of children did less well than the national for attainment PPG did less well than national. A lot of these children had multiple vulnerabilities. KS2 all groups did less well in attainment than national. PPG did better than non PPG but not as well as non disadvantaged peers nationally. Progress scores however, are strong for reading, writing and maths. All were well above average at KS2.</p> <p>Autumn 2019 Spring 2020 All staff know vulnerable groups in their classes. Initial attainment meetings have flagged up any concerns in autumn 2019. Staff have used data to plan provision. This was reviewed in phase meetings and PPMs at end of autumn term 19. Current PPG lists have been circulated. PPG lead has been focusing on teaching and learning for these pupils. Targets have been set for Reception, Phonics, times tables, Year 2 and Year 6. Phase meetings have been focusing on target pupils. Additional provisions are in place for spring 2020 but haven't been audited yet. HT and AHT's teaching Guided Reading in Year 2 to ensure smaller more targeted RWI groups for those children still on the program. All teachers have completed provision maps of targeted support in each class.</p>
To ensure reasonable adjustments are in place to enable all pupils to contribute and participate in	Disability/SEND Ethnicity and race Background Disadvantage Sexual		/		Class teachers Support Staff SLT, parents to ensure	<ol style="list-style-type: none"> 1. Pupils with specific needs and challenges (physical, emotional, social barriers, language barriers or any other barriers) have been 	ongoing	Autumn 2019: Initial attainment meetings have ensured all children with needs are identified, if they haven't been already. PPMS at the end of the autumn term addressed any further issues and

school events.	orientation Gender Gender identity Religion and belief				<p>identified.</p> <p>2. The needs and challenges faced by the children in the curriculum has been reviewed and a 'Beechfield' Curriculum that reduces disadvantage is implemented.</p> <p>3. An audit of school events/extra-curricular activities for any barriers has been completed.</p> <p>4. Reasonable adjustments are made and evaluated for their impact on participation.</p> <p>5. Cultural diversity and difference through the school environment has been promoted.</p> <p>Outcomes for all children (attainment and progress) in improved.</p>	<p>children picked up by SENCo.</p> <p>Autumn/spring 2020 Reasonable adjustments are made for all children who require this in class and for school events so all can participate, e.g. parental support on school trips/at school events. No children are excluded from school events/trips.</p> <p>There are currently 6 pupils with Exceptional Needs Funding. There are 7 pupils with EHCs. Personal timetables are followed for some children tailored to their needs and learning styles. All staff have had a recent update in Herts Steps Training and individual scripts have been written for children where required</p> <p>Cultural diversity is celebrated in RE/PSHE and through assemblies. Erasmus for Year 5 begins in January 2020 – all children in Year 5 will experience a trip in the UK with our foreign visitors. 24 children will go abroad to an EU country over the next 2 years.</p> <p>The school has purchased a new PSHE scheme – Jigsaw. It focuses on well-being and learning behaviours as well as other PSHE issues. There are 6 half termly topics. Similarities and Difference, Dreams and Goals have been taught so far.</p>
To reduce the number of bullying and/or racist incidents	Disability Ethnicity and race Sexual orientation Gender Gender identity Religion and belief	/		Class teachers SLT Support Staff	<p>1. Learning is accelerated because a strong, positive, nurturing ethos with positive behaviour has been developed.</p> <p>2. The school community know what bullying is and is not.</p> <p>3. The school community has an accurate definition of a racist incident.</p> <p>4. Any incidents of a bullying/racist nature are identified, reported and responded to.</p> <p>5. Staff, parents and pupils are happy with the effectiveness of response given by teaching staff /SLT.</p> <p>6. Victims are supported.</p>	<p>ongoing</p> <p>Autumn 2019 School rules and behaviour policy re asserted in Sept 19. New Pastoral Hub has opened – Beechfield Bungalow. School participating in National Nurturing Award. Formal observations September 2019 show positive behaviour for learning in class. Staff are working to ensure lunchtimes improve further. September 19 – there were 2 bullying incidents which were dealt with by the HT. Bullying assembly 30.09.19. HT has a log of bullying incidents and what action was taken. There have been no further incidents with these particular children.</p> <p>Bullying/Racism data for Sept – Jan 20 14 children involved in bullying since sept – 4 of them were in year 6 in autumn and dealt with by Mrs</p>

					<p>7. Appropriate interventions are in place to support the perpetrator e.g. to gain an understanding of their actions; to identify the reasons for their behaviour.</p> <p>8. Data has been analysed for any trends and appropriate interventions have been implemented as a result. The impact of such intervention has been reviewed to ensure a reduction in the number of incidents.</p> <p>Figures are reported to the Governing Body. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged.</p>		<p>Jackson.</p> <p>All bullying incidents now have to be referred to HT or AHT.</p> <p>There have been 15 racist incidents – 1 incident involved 5 children in Year 6 and was dealt with by Mrs Jackson.</p> <p>All bullying incidents now have to be referred to HT or AHT.</p>
To Develop the awareness of gender specific language used in every day school life. Thus, to understand gender neutral language and enable the audit / update of school policies, curriculum, etc. to make gender neutral.	Gender identity	/		Class teachers Phase Leaders SLT Curriculum-Leaders Governors	<p>1. Staff are aware of the types of gender specific language that could be used every day in school, e.g. You're a strong boy.</p> <p>2. Staff understand the appropriate use of gender-neutral language.</p> <p>3. Gender specific language in school documents including those used in the curriculum are revised as necessary to ensure the use of gender-neutral language</p>	ongoing	<p>Spring 2020</p> <p>Continued focus on this.</p>