ACCESSIBILITY AND EQUALITY PLAN

This document should be read in conjunction with the Trust's Equality Statement.

In formulating this plan the Academy has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

Key: Red - Not in place; Amber - In place, not embedded; Green - In place

1. Improving Access to the Curriculum

Priority 1: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status RAG**
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	**Principal** **SENCO**	Annually	All students are making expected progress or exceeding targets	Data collection scrutiny at Trust KPI points (5 points / year)			
1.2 Multi Agency assessments actioned for all students at risk	**SENCO**	As necessary	No students at risk	Safeguarding and SEND reviews		SENCO release time	
1.3 External agency support is identified and delivered for all students in need	**SENCO**	As necessary	Interventions are in place to support children to progress at expected pace	Safeguarding and SEND reviews		SENCO release time	

1.4 Alternative Curriculum students access balanced curriculum	**Principal** **SENCO** **Class teachers**	Continuous reassessing when there is a new intake of pupils	All lessons differentiated so that all pupils can participate in all subjects	Book monitoring / drop ins for inclusivity		SENC release time
1.5 Students with identified needs have access to laptops and resources to support learning	**Principal** **SENCO** **IT Lead**	As necessary	All children who need extra resources have them	SENCO to monitor needs and success of support		Cost of resources IT support and laptops
1.6 All students assessed for test Access arrangements	**SENCO**	Apply check on .gov.uk website for exact date in September for access arrangements	All students are able to access Year 6 SATs	Extra teaching / TA support		Cost of extra support
1.7 Academy environment reviewed by relevant senior manager to ensure access for all.	**Principal** **SENCO**	July 2018	School environment physically accessible to all	Monitor annually and when new staff / children begin		Time, cost of any changes that are required

2. Improving Access to the Physical Environment

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
Priority 2: To improve outcomes for students and staff by improving access to the physical environment							
2.1 To ensure all students/visitors access all areas of the academy.	**Person/s Leading**	As necessary	All students and visitors can access the whole site safely	Monitoring weekly for works required		Weekly as part of contract	
2.2 To improve signage to standard format	**Site Supervisor**	Ongoing	All areas are signed within Ofsted guidelines	Ongoing checks half termly		Cost of signage	
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	**Principal** **Site Supervisor**	Ongoing	All emergency evacuation systems are in place and working with children and staff aware	Ongoing checks half termly		Site supervisor time	
2.4 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability	**Principal** **Site Supervisor**	Ongoing	Ramps and lifts are available to ensure access to all areas of the school	Termly to ensure all areas remain safely accessible. Adapting with the intake of pupils		Cost of repairs / implementation	
2.5 Classrooms optimally organised for disabled and pregnant students	**Principal** **Class Teachers**	Ongoing	Pregnant staff and disabled students have risk assessments and classrooms adapted, classrooms are accessible to all	Ongoing and adapting with the intake of pupils		Time Risk assessments	

3. Improving Provision of Information

Priority 3: To improve provision of information to ensure that all groups have equal access to college information							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
3.1 To improve communications to groups with protected characteristics	**Principal** **DSL**	Ongoing	All communications are kept confidential and used appropriately	As appropriate		Time Up to date DSL training	■
3.2 To ensure the academy website is clear, simple and easy to navigate	**Principal** **IT Lead / Comms team**	Ongoing	The website is accessible for all and compliant with statutory criteria	Termly checks and updates on the website		Time Support from Comms teaml at DRET	■

4. To actively promote Gender Equality throughout the Academy

Priority 4 To monitor and promote Gender Equality and take action where inequalities arise							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
4.1 Monitor balance of gender across employed staff	**Principal**	Ongoing employment periods	There is a balance of gender across the school	List of staffing			
4.2 Support staff in accessing equal CPD opportunities	**Principal** **SENCO**	Ongoing as necessary	All staff access relevant CPD	Identified through appraisal and in line with AIP			
4.3 Promote gender equality through education and visual graphics in college	**Principal** **All staff**	Ongoing	Balance in displays around the school	Termly updates of displays			
4.4 Actively challenge traditional gender stereotypes through education and positive role models	**Principal** **All staff**	Ongoing employment	There is a balance of education across the school	Monitoring curriculum		Curriculum knowledge and training	

5. To actively promote Race Equality throughout the Academy

Priority 5 To monitor and promote Race Equality and take action where inequalities arise							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
5.1 Monitor balance of minority race and ethnic groups across employed staff	**Principal**	Ongoing employment periods	Balance of staff from different cultural / ethnic groups	List of staffing		Budget and staff applying for jobs	
5.2 Support staff in accessing equal CPD opportunities	**Principal** **SENCO**	Ongoing when necessary	All staff access relevant CPD	Identified through appraisal and in line with AIP		Time, cost of training	
5.3 Promote race equality through education and visual graphics in school	**Principal** **All staff**	Ongoing	Balance in displays around the school	Termly updates of displays		Time and display resources	
5.4 Promote academy visits to multi-cultural areas to increase awareness of multi-cultural society	**Principal** **SENCO / PSHCE Lead / RE Lead / Geography Lead**	Ongoing	Staff and pupils have access to a wide range of educational visits	School visits and the impact in school		Time Cost of trips	

You should give consideration to whether there is anything you can do for the other protected characteristics including gender reassignment and pregnancy and maternity. Age is only relevant to the employment of staff but not to the pupils in a school context