Bullers Wood School

Single Equality Scheme & Accessibility Plan

Quod Potes Tenta
Strive to your Utmost

Policy reviewed 2020 by:	Date of Adoption:	To be reviewed :
AHT (Equalities)	March 2020	March 2023

Single Equality Scheme & Accessibility Plan

	Target	Action	Ongoing	Target Met	Responsibility
1	(a) Identify which students have disabilities	Send out in September the updated data collection sheet which includes a section on disabilities. Ensure information about disabilities is gathered from all new students.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐☐	Equalities Committee Meeting
	(b) Identify which members of staff and which governors have disabilities	Gather information about disability from all new staff and governors and continue to encourage existing staff to inform us if they develop a disability.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Equalities Committee Meeting
	(c) Identify which parents/carers have disabilities	Gather information about disability from all new parents/carers.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Equalities Committee Meeting
2	(a) Ensure the *physical* needs of students are met	Carry out a disability access audit. Annually review provisions and glean feedback from students, acting on suggestions where appropriate to ensure school environment is as accessible as possible. Continue to make physical improvements to the site based on the knowledge of general disability needs.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Equalities Committee Meeting / Site Manager/ LSAs/student/ SENCO
	(b) Ensure the *physical* needs of staff and governors are met	Carry out a disability access audit. Annually review provisions and glean feedback from staff and governors, acting on suggestions where appropriate to ensure school environment is as accessible as possible. Continue to make physical improvements to the site based on the knowledge of general disability needs.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐ ☐	Equalities Committee Meeting / Site Manager
	(c) Ensure the *physical* needs of parents/carers are met	Carry out a disability access audit. Annually review provisions and glean feedback from parents/carers, acting on suggestions where	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Equalities Committee Meeting / Site Manager

		appropriate to ensure school environment is as accessible as possible. Continue to make physical improvements to the site based on the knowledge of general disability needs.			
3	(a) Ensure the *medical* needs of students are met	Check all medical records of all students are in place. Review Health Care Plans annually or as necessary. Ensure a database contains all needs and set up appropriate action. Ensure a database contains all needs and set up appropriate action	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Office Manager/ Principal First Aider
	(b) Ensure the *medical* needs of staff and governors are met	Check all medical records of all staff and governors are in place. Ensure a database contains all needs and set up appropriate action. Ensure a database contains all needs and set up appropriate action	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Office Manager/ Principal First Aider/ Human Resources Manager
4	(a) Ensure all *sensory* needs of students are met	Carry out improvements to the site as identified. Ensure a database contains all needs and set up appropriate action	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Deputy Headteacher / Site Manager
	(b) Ensure all *sensory* needs of staff and governors are met	Carry out improvements to the site as identified.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Deputy Headteacher / Site Manager
5	Ensure the needs of students with **Special Educational Needs** are met	Continue to inform staff about the needs of SEN students and organise appropriate training.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	SENCO / HOY

6	Ensure all **disabled** students have access to the curriculum and to enrichment activities	Conduct an audit of curriculum and enrichment activities. Produce reports (attendance, attainment and exclusion) on how disabled students compare with their peers. Encourage disabled students to participate in school life, events, class assemblies and the school council. Monitor all curriculum areas and enrichment activities to ensure there is no disability discrimination. Produce reports (attendance, attainment and exclusion) on how disabled students compare with their peers.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐☐	Senior Leadership Team / HoDs / SENCO
7	Ensure all school policies and documentation refer to the Disability Scheme	Review all policies Accessibility plan	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐☐	☐2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Equalities Committee Meeting / Authors
8	Ensure the **training** needs of staff and governors are met	Carry out an audit of training Make training available to all staff and governors Continue to make training available to all staff and governors	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Deputy Headteacher / HoDs

9	Develop **positive attitude** to disabilities	Hold assemblies. Include positive images in posters and continue to hold assemblies regarding disability Arrange "buddy systems" for students where appropriate. School to take part in annual events such as Deaf Awareness Week, Learning Disability Week, Mental Health Awareness Week, Well Being Ambassadors and the Paralympics. Monitor bullying and harassment of disabled students and staff.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Senior Leadership Team / Equalities Committee Meeting / SENCO / HOY
10	Improve **communication** with disabled students	Provide opportunities for students to feedback on provisions made by the school and to make suggestions which may help to remove barriers. Review annually at SEN meetings, through Questionnaire or through Health Care Plans.	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	2019-2020 ☐ 2020-2021 ☐ 2021-2022 ☐	Equalities Committee Meeting / SENCO / Principal First Aider
11	Improve **communication** with disabled staff and governors	Provide opportunities for staff and governors to feedback on provisions made by the school and to make suggestions which may help to remove barriers. Review annually.	2015-2016 ☐ 2016-2017 ☐ 2017-2018 ☐	2015-2016 ☐ 2016-2017 ☐ 2017-2018 ☐	Equalities Committee Meeting / Human Resources / Clerk to the Governors

Strategic Theme	Areas of development	Actions Annual Review	Desired Position	Lead	Equality Act 2010 Link
1. Attainment	1.1 Student progress/ Monitoring	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that	Reduce the gap in progress between different groups of students	DHT RSA HoDs HofYs	2.8 5.21

		require additional support for pupils.			
	1.2 Bespoke Support	Inclusive classroom practice, climate of learning, differentiated seating plans, additional support for students were necessary, 1 to 1 and SEND department	An approach to teaching that meets the learning needs of every pupil. Positive, aspirational climate of learning established in every classroom.	DHT RSA AHT T+L SENCO HoDs	5.21
	1.3 Skills for learning	The delivery of Literacy, Numeracy, and study skills and mental & physical wellbeing throughout curriculum	To support all pupils with low KS2 attainment and enable all pupils to better access and manage their learning.	DHT AHT – PD HoDs	2.8 5.21
	1.4 Staff training re needs of students	To offer CPD sessions utilising key staff and external agencies as required to provide bespoke CPD for specific students	Staff have detailed strategies and guidance on key pupils. Staff are given a platform to share good practice	SLT AHT CPD	2.8
2. Behaviour	2.1 Tracking	Incidents (on SIMs) Effective tracking of incidents to inform whole school policy. Ensure no student group is being disadvantaged	To effectively track these incidents to have a comprehensive view of the nature, frequency and seriousness of their occurrence.	SLT AHT-Behaviour HoDs HoYs	5.20
	2.2 Internal exclusions	Effective tracking of internal exclusions to inform whole school policy. Ensure no student group is being disadvantaged.	To effectively track these incidents to have a comprehensive view of the nature, frequency and seriousness of their occurrence.	HoYs AHT - Equalities	5.20
	2.3 External exclusions	Effective tracking of exclusions to inform whole school policy. Ensure no student group is being disadvantaged.	To effectively track these incidents to have a comprehensive view of the nature, frequency and seriousness of their occurrence.	HoY AHT - Equalities	5.20
	2.4 Statistical Analysis	Analyse emerging patterns, identify root causes.	Reduce negative behaviour cycles and incidents. Reduction in both internal and external exclusions.	AHT – Behaviour HoYs	5.28
	2.5 Intervention	Put in place	Successful	HoYs	5.29

		intervention to ensure equal opportunity for all.	intervention that allows all pupils and pupil groups to succeed. Equality of opportunity for all pupils.	HoDs	
3. Celebrating Diversity	3.1 Diversity Education	To deliver a comprehensive programme including diversity education through our PD programme, assemblies and special events	Pupils are well informed of a variety of cultures and practices and celebrate diversity both within the school and beyond.	AHT – PD HoYs AHT - SMSC	5.23 5.24 5.28
	3.2 Pupils leading, as role models	Audit and analyse make-up of student councils and prefect participants to ensure a good representation of the school demographic including encouraging pupil premium students to take part.	Student councils and posts of responsibility reflect demographics of school population.	AHT – Student Leadership	5.23 5.24 5.28
	3.3 Staff as role models	To ensure clear and repeated communication to all staff of expected standards.	All staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.	SLT HoDs HoYs	5.23 5.24 5.28
	3.4 Incident Review	Track and monitor incidents of bullying and incidents relating to the "protected characteristics" as outlined in Equality Act.	Reduction of incidents such as bullying related to protected characteristics as outlined in the Equality Act 2010.	AHT-Behaviours AHT - Equalities	1.7 3.1-30 4.2
	3.5 Staff recruitment and promotion	Ensure a comprehensive approach to both recruitment and promotion. The faculty to reflect student body	A staff body that is representative of the student body in all its characteristics. Pupils have appropriate role models.	Human Resource Manager	8.3
4. Inclusive Participation	4.1 Inclusive Curriculum	Curriculum content, choice and delivery to be accessible and reflective of a diverse student body	A comprehensive curriculum that is encompassing of all in its content, choice and delivery. A variety of curriculum pathways that meet	DHT – T+L HoDs	2.8 -2.12

			the needs of all pupils		
	4.2 Extra-curricular Activities	To offer a comprehensive extra-curricular provision at the heart of which is celebrating diversity	A range of pupil led extra-curricular activities are offered that acknowledge, celebrate and perpetuate diversity	AHT-Extracirri cular	5.19
	4.3 Support Services	To ensure a comprehensive support structure for pupils including form tutors, Heads of Year, professional support, curriculum access for SEND students and parent engagement.	A pupil support structure that is fully comprehensive with sufficient expertise to ensure all pupils receive the support required to succeed.	SLT AHTs SENCO	4.16
	4.4 Physical Access	To ensure an accessible infrastructure and access to all support tools required (such as laptops).	All pupils can access all parts of the building and are provided with all resources as necessary.	SENCO IT Departme nt Site Manager	4.13