



Equality and Information Objectives including Accessibility Plans
March 2019

Document Detail	
Policy Reference Number:	65
Category:	Pupil Related
Status:	
Chair of Trust Board Signature	
Date Approved:	March 2019
Issue Date:	
Next Review Date:	

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Reviewed and updated	Stakeholders involved



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

Vision and Values

At Cherry Tree School we:

- promote tolerance and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils;
- eliminate discrimination, advance equality of opportunity and foster good relations between different groups in order to prepare our pupils for life in modern Britain;
- facilitate innovative and inspiring learning experiences which challenge and develop curious, creative minds;
- collaborate with respect and positive regard to ensure the wellbeing and happiness of all.

School Context

Cherry Tree Primary School has two classes in each year and a morning nursery to a two form entry adding an extra class each year. We serve a diverse community with a huge variety of ethnic minority and socio-economic backgrounds; half of our pupils have English as a second language, 50 languages are currently represented. We have a fairly high rate of mobility which presents various challenges, particularly as many come into school with little or no English. 17% of our families are disadvantaged and claim pupil premium.

The entry levels for pupils in reception/nursery are lower than average. This is because some of 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, understanding of the world and mathematics than in other areas of learning.

Characteristics of our school

Number of pupils Updated - 21/11/18	Total: 419	Nursery 30 Yr R - 6: 389 Female: 204 Male: 215															
Number of staff	Total: 61	Female: 56 Male: 5 BME: 21%															
Number of Governors	Total: 10	Female: 6 Male: 4															
Religious Character	Non denominational																
Mobility of school population		<table border="1"> <thead> <tr> <th></th> <th>In</th> <th>out</th> </tr> </thead> <tbody> <tr> <td>Autumn 17</td> <td>21</td> <td>28</td> </tr> <tr> <td>Spring 18</td> <td>5</td> <td>7</td> </tr> <tr> <td>Summer 18</td> <td>7</td> <td>4</td> </tr> <tr> <td>Autumn 18</td> <td>20</td> <td>21</td> </tr> </tbody> </table>		In	out	Autumn 17	21	28	Spring 18	5	7	Summer 18	7	4	Autumn 18	20	21
	In	out															
Autumn 17	21	28															
Spring 18	5	7															
Summer 18	7	4															
Autumn 18	20	21															
Disabled staff	1																



Disabled pupils (SEN/LDD)	2	
Disabled pupils (no SEN)	3	
Black and Minority Ethnic pupils	72%	
Number of Languages spoken	54% EAL 227/419 50 languages	English (194) 49% Urdu (48) 12% Tamil (34) 9% Polish (14) 4% Romanian (23) 6% Gujarati (13) 3% Pahari (10) 3% Arabic (11) 3%
Pupil Premium	R-Y6 61/389 = 15.6% EYPP-N 7/30= 23% Overall: 68/419= 16%	
Free School Meal	R-Y6 40/389= 10%	
SEND	EHCP 6 pupils School Support 37 pupils Total 43 pupils	
Average Attendance rate Yr R - 6	2015-2016 average: 95.1% 2016-2017 average: 94.7% 2017-2018 average: 95.5%	
Significant partnerships, Extended provision etc.	Other schools within the IMAT, Beechfield Children's Centre, DSPL 9, Apex, P and T coaching, Mad science, Chessbrook	
Awards, accreditations, specialist status	EYFS Gold Quality Mark, Woodland Trust Gold Award, British Council International School Accreditation, Herts Silver Primary Languages Quality mark	



Accessibility Plan

The intention of this plan is:

- to increase the extent to which disabled pupils can participate in the school curriculum, and
- to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The school was built in 1975. Access to the school grounds is via three lockable entrances, two from the public highway and one from the adjacent playing fields. All visitors need to report to the school office which is signposted. The site is all on one level. There are 4 buildings on site, Chestnut and Mulberry buildings, the Nursery and the Community Room. All doors into the buildings are locked, staff know the entrance codes and there are buzzers and voice links to the school office. There is CCTV which views the external areas of Mulberry Building, and the internal rooms of Chestnut Building.

There are two designated disabled parking bays. Each building have toilets, however the Community room only has pupil toilets, staff have to use those in one of the other buildings. All doorways have wheelchair access. There is a covered walkway between Chestnut and Mulberry buildings. Where children or adults have a physical disability, where appropriate, a risk assessment will be undertaken and 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.

This checklist 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 Cherry Tree School.

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?		*	
Are your classrooms optimally organised for disabled pupils?		*	
Do lessons provide opportunities for all pupils achieve?			*
Are lessons responsive to pupil diversity?			*
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			*
Are all pupils encouraged to take part in music, drama and physical activities?			*
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		*	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		*	
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?		*	
Do you provide access to computer technology appropriate for		*	



students with disabilities?			
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			*
Are there high expectations of all pupils?			*
Do staff seek to remove all barriers to learning and participation?			*

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?			*
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?			*
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			*
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?		*	
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?			*
Are areas to which pupils should have access well lit?			*
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			*
Is furniture and equipment selected, adjusted and located appropriately?			*

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?		*	
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?			*
Do you have the facilities such as ICT to produce written information in different formats?			*
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		*	



Access Action Plan

This plan 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.

Target	Action	Desired Outcome	Timescale	Review/evaluation
To ensure that accessibility/ inclusion is understood by all staff and that it underpins all we do	<ol style="list-style-type: none"> 1. Share the S.E.N policy and SEN information report with staff. 2. Share the equalities plan with staff 3. Ensure all pupils have access to Quality First Teaching. LMT to monitor differentiation and provision for pupils. 4. To ensure disabled parking spaces remain free for those who require them. 	<p>All members of school staff are aware and understand accessibility and inclusion.</p> <p>Policies and plans ratified by the Local Governing Body</p> <p>Accessibility and inclusion issues improved throughout the school</p>	These policies are reviewed annually	
Increase opportunities for pupils to have a say in what happens in our school through pupil voice	<ol style="list-style-type: none"> 1. Pupil voice is heard in line with the monitoring and evaluation schedule. 2. Children's Parliament to be held every half term and to enable pupils to discuss various issues as a way of collecting pupil voice 3. P.E subject leader to interview the children who don't currently take part in extra-curricular physical activity to ask them what they would like. Use sports premium funding to set this up for them and to increase participation. 	<p>Children are given opportunities to express their views and these are listened to and taken into account. The curriculum that we design will reflect the needs and interests of the children.</p> <p>In response to the children's views and ideas expressed during Children's Parliament, some changes will have been put in place.</p> <p>There will be a greater uptake of</p>	On-going	



	<ol style="list-style-type: none"> 4. Continue to develop the School Eco - Council 5. Conduct a pupil questionnaire for pupils once a year. 	<p>extra-curricular physical activities and those children who haven't previously taken part will now do so.</p> <p>Eco-Council working towards accreditation</p>		
<p>To continue to seek the views of parents and carers and use these to improve outcomes for children</p>	<ol style="list-style-type: none"> 1. For the SENCO to issue parental questionnaires to SEN parents in summer term 2. General parent questionnaires to be conducted annually in October 3. SENCO meeting with parents and class teachers at least three times a year. 4. Parents are consulted about SEN information report 5. Remind parents of the comments and suggestions box in Entrance lobby 	<p>All parents are consulted over school issues.</p> <p>Parents feel valued and views listened to.</p> <p>Positive changes and adaptations to what we offer our families are made in response to their needs.</p>	<p>Summer term each year</p> <p>October each year</p>	
<p>Ensure that all children have access to the resources they need in order to access the learning and make good progress.</p>	<ol style="list-style-type: none"> 1. Subject leaders to audit resources 2. SENCo to continue to liaise with outside agencies in terms of resources needed for children with SEND 3. Continue to use pupil progress meetings to identify groups of children and individuals that need extra support and interventions. 4. Ensure hearing and visual environment in classroom is monitored to support hearing impaired and visually impaired. 	<p>All children in school able to access all areas of school and the curriculum.</p> <p>To use ICT to support learning where appropriate.</p> <p>Seek advice from HI and VI advisory team.</p> <p>All children make good progress.</p>	<p>Every term and linked closely to budget</p> <p>October, December, February and June of each year.</p>	



	<ol style="list-style-type: none"> 5. Continue to map out these interventions and track the impact of them on the provision map which is reviewed four times a year. 6. Use Senior Leader to support Year 1 phonics 7. Consider purchasing Numicon resources and staff to attend training 		<p>As above.</p> <p>September of each year, depending on budget and then on-going monitoring.</p>	
To review all school policies to incorporate inclusive practice	<ol style="list-style-type: none"> 1. S.L.T/subject leaders to amend school policies 	<p>Inclusive practice and accessibility embedded in our provision.</p> <p>All school policies meet the needs of all children.</p>	Rolling cycle	
To continue to meet the social and emotional needs of our children	<ol style="list-style-type: none"> 1. To use the Hub as appropriate 2. Focus on positives e.g. positive books that go home to parents 3. Reward charts 4. Use of calm down 5. Set up e-cafs when necessary 6. Refer individuals to Chessbrook R and R 7. Use of school counsellor 8. Use of pastoral leader 	<p>All children feel included and have strategies to make and maintain friendships.</p> <p>Children happy, good self-esteem and making good progress.</p>	On-going	
To ensure classroom set up effectively for all children and SENCo to be responsible for monitoring	<ol style="list-style-type: none"> 1. Staff aware of noise level i.e computer/projector/heaters and position children with SEND away from them 2. Continue to provide children with visual timetables and 'now and next' boards if they need them 	<p>All children able to access the lesson, whiteboards and displays visible to all children.</p> <p>all children able to communicate effectively.</p> <p>teachers more confident in meeting needs of all children.</p>	On-going	



<p>this</p>	<ol style="list-style-type: none"> 3. Continue to provide work stations as needed 4. Scaffold learning e.g. use of visuals, word banks, writing frames etc. 	<p>All staff aware and using recommended strategies.</p> <p>Staff have increased knowledge and confidence to meet needs of all children in class.</p> <p>All children making good progress.</p>		
<p>Promote and reflect the diversity of our children and their families</p>	<ol style="list-style-type: none"> 1. School to add welcome signs in other languages 2. Seek parents who are willing to come in to school for assemblies and sessions with the children about their faith 3. Assembly plans to reflect different faiths 4. Promote British values 5. To ensure availability of written materials in alternative formats when specifically requested 6. Ensure documentation is accessible for parents e.g. not using educational jargon. 	<p>Diversity reflected much more in the school.</p> <p>Every child and every family feels acknowledged and reflected in our provision.</p> <p>A greater understanding of diversity.</p>	<p>On-going.</p>	



Equality Action Plan 2019

Objectives and Action	Protected characteristic	R	A	G	Responsibility	Impact Analysis	Time frame	Monitoring and evaluation/outcome
<p>1. To narrow the gap in achievement between different groups</p> <ul style="list-style-type: none"> Phase Leaders to look closely at vulnerable groups in each cohort by analysing AM7 data and putting in place provision as necessary (boys, girls, FSM, highest and lowest attainers, SEND, CLA, EAL, BME, disadvantaged) to ensure that interventions are targeted and effective. To upskill TAs so that they can deliver interventions 	Disability Ethnicity and race Sexual orientation Gender Gender identity Religion and belief		*		Teachers SLT Subject Leaders	The gap in achievement between different groups will be narrowed. All groups of pupils will make at least good progress.	termly	
<p>2. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school and through reasonable adjustments are able to actively participate in events.</p> <ul style="list-style-type: none"> For staff to make reasonable adjustments to enable all equal access to all 	Disability		*		LMT to induct new lower KS 2 leader BME lead Flexibility of provision map	Pupils that face challenges participating in the wider life of the school, either as a result of physical, emotional or social barriers, are supported to do so and reasonable adjustments are made.	All the time	



events							
<p>3. To identify, respond and report any incidents of a bullying nature to ensure that trends are identified and that timely interventions are in place.</p> <ul style="list-style-type: none"> Any red cards given for bullying to be investigated by a member of the SLT. For the relevant person e.g. pastoral lead, to put in place relevant intervention for victim and/or perpetrator as necessary HT to report statistics termly to LGB 	<p>Disability Ethnicity and race Sexual orientation Gender Gender identity Religion and belief</p>		*		SLT	<p>Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT. Figures are reported to the Governing Body. Victims are supported. 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. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged.</p>	When necessary
<p>4. To gather further information on the range of disabilities represented within the current cohort of children.</p> <ul style="list-style-type: none"> Pastoral lead to send out disability questionnaire to all parents/carers Pastoral lead/ senco to complete health care plan if needed 	Disability		*		Pastoral lead Senco SLT	<p>Disability questionnaire sent out to all parents/carers Parents/Carers of pupils with a disability invited in to speak to PST. If appropriate, Health Care Plans completed.</p>	Autumn Term