



## Equality & Accessibility Policy

### Bounds Green Federated Schools

This policy has been developed through a process of consultation with the relevant Recognised Trade Unions and due to the complexities of this area of employment and education law, the Local Authority expects all Governing Bodies of Community and Voluntary Controlled schools to adopt this policy without amendment.

Should, exceptionally, a Governing Body seek to amend this recommended document or adopt an alternative procedure, the Governing Body must undertake formal consultation collectively with the Secretaries of the Recognised Trade Unions and confirm any amendments with the Local Authority via Haringey Schools HR

The Governing Body of Bounds Green Federated schools adopted this policy on:

Date of adoption

**October 2022**

Date of next Review

**October 2023**

## CONTENTS

<b>Section</b>	<b>Page No.</b>
Introduction	3
Aims	3
Statutory Duties and the Legal Framework	4
Roles and Responsibilities	5 - 8
Accessibility Plans	9 - 16

## 1. Introduction

This policy is to set out the commitment of the Governing Body of Bounds Green Federated schools to the principles of inclusive education and the responsibilities of the school leadership, whole staff and governors to ensure that all pupils, staff, parents/carers and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

Bounds Green Federated schools provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents/carers. Educational Health Care Plans are made for those pupils who require bespoke provision.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

## 2. Aims

The aim of this policy is to ensure that our school are inclusive and that it reflect and inform our ethos and are embedded in the life of the school community.

We have high ambitions for all our pupils; we expect pupils with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As a school, we promote the individuality of all our children, irrespective of differences such as: ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all our children every opportunity to achieve the highest of standards.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

As an employer, we must ensure that we comply with the requirements of the Equality Act 2010, which imposes a duty on @public authorities@ and bodies when exercising public functions to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **3. Statutory Duties and the Legal Framework**

#### **Equality Act 2010**

The Equality Act 2010 brings together under one Act all the requirements regarding equality and discrimination. The Act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A key measure in the Equality Act is the Public Sector Equality Duty, which came into effect in April 2011. This states that in carrying out their functions, public bodies are required to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. These specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- to prepare and publish equality objectives.

Schools will then need to update their published information at least annually and to publish objectives at least once every four years.

#### 4. Roles and Responsibilities

##### Role of the School Governing Body

- Delegate powers and responsibilities to the Headteacher to ensure all school staff, parents/carers and visitors to the school are aware of and comply with this policy
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring policies is made available to parents/carers
- Nominate a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body
- Responsibility for the effective implementation, monitoring and evaluation of this policy.
- Ensuring that the school information and equality objectives are line with statutory directives and published on school website.

##### Role of the Headteacher

- To work closely with the Senior Leadership Team to ensure awareness and implementation of policy the policy, Scheme and Plan.
- Set standards and ensure compliance with an actively promote the policy
- Work closely with key officers responsible for overseeing the premises, curriculum, communications, and training opportunities.
- Ensure that all school staff (including agency staff), pupils and parents/carers are made aware of and comply with this policy and undergo relevant training.
- Report to the Governing Body on the procedures in place for school staff (including agency staff) with disabilities.
- **In employment, to ensure that;**
  - Posts are properly advertised and all applicants are judged against explicit and fair criteria;
  - Applicants from all backgrounds are welcomed and posts are made available to all;
  - Best applicant who meets the criteria is offered the post
  - Reasonable adjustments are considered for applicants with disability to ensure that they are not disadvantaged but not treated more favourably than others;
  - All job description and adverts include a commitment to promoting equality and recognising and respecting diversity.
  - Opportunities for career progression and professional development is fair and accessible to all staff irrespective of their protected characteristics.
  - To create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that they feel positively supported.
- Inform the Governing Body on the training programme for school staff.
- Monitor the effectiveness of this policy
- Monitor the effectiveness of the Disability Accessibility Plan for Pupils.
- Annually report to the Governing Body on the success and development of this policy.

- Helping pupils to recognise, understand and learn how to treat people with disabilities by;
  - Identifying different kinds of disabilities;
  - Visualising what it might feel like to be disabled;
  - Supporting and interacting with disabled people;
  - Empathising.
  - Ensuring good lines of communication are in place with parents namely:
    - School Newsletters.
    - Regular information letters.
    - Website.
    - Annual pupil reports.
    - Termly parent-teacher meetings.
    - Curriculum evenings.
- Identifying what needs to be done to improve our programme of extracurricular activities that will be to the benefit of our disabled pupils;

### Role of School Employees

- To be aware of the policy and the expectations
- Comply with and actively promote the school's policy
- Value the diversity of individuals and must not discriminate, bully or harass any on any grounds.
- To ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views.
- Undertake mandatory and any other relevant equalities training as an when required.
- Be aware of how to report any witnessed breach of the policy.

### Role of Premises/Site Managers

- Undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be considered.
- Identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides.
- Identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that the school offers.
- Annually review the Disability Accessibility Plan

### Schools Human Resources Team

- Provide training on equalities and diversity in employment and guidance on changes to legislation
- Learning and development initiatives to help deliver agreed equalities aims and objectives
- Consulting headteachers and staff on employment issues and providing mechanism to feedback e.g. staff Attitude Surveys and Focus groups
- Advice headteachers on reasonable adjustments for disabled employees and Access to Work
- Support headteachers when investigating matters through the formal stages of the employment procedures.

## Role of Pupils

- Pupils will be aware of and comply with this policy.

## Role of Parents/carers

- Be made aware of this policy.
- Work closely with the school.
- Monitoring the Effectiveness of the Policy and know how to report any shortcomings.

## **5. Accessibility Plans**

Schools need to carry out accessibility planning. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Schools must implement accessibility plans, which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

At Bounds Green Federated schools:

Compliance with the Equality Act is consistent with our setting's aims and Equalities Policy and SEN information report.

- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services of
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
  - In performing their duties governors have regard to the Equality Act 2010
  - Our setting recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - Respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Access for disabled pupils to the school curriculum:**

- We aim to support pupils with SEND/EHCP funding to attend clubs where possible
- No pupil with SEND will be excluded from school trips on the basis of their disability.
- We will carry out a risk assessment for specific pupils prior to the trip or activity.
- Our staff are trained to understand the needs of disabled pupils and to adapt the environment and curriculum to remove barriers for them.
- We are trained or have access to training to support pupils who have a hearing or visual impairment.

**Access to the physical environment of the school:**

- The school has ramps into the building and there is lift between floors in both Junior and Infant building.
- Both buildings can be accessed by wheelchairs the main entrances from the playground. The schools main entrance has a ramp to the front gate.
- We have disabled/ enabled toilets on the ground floor of the Infant and junior building but there are not disabled/ enabled toilets on the upper floors.
- Library shelf height is suitable for wheelchair users to access.
- Our corridors are wide enough for wheel chair users to move along safely.
- The Art Room does have a chair lift to the mezzanine floor.
- The school I will make changes to location of classrooms to best suit the needs of an individual.
- There are classrooms equipped with improved soundproofing in the junior building on both lower and upper floors.

**Access to information including the delivery of written information to disabled pupils:**

- We use Communicate in Print software with our pupils who find accessing the written text a challenge.
- We use Makaton signs with pupils across the school to aid communication. 4
- Some staff are trained in the use of PECs (pictorial communication).
- We apply for special arrangements for SATs exams such as enlarged text and extra time for pupils.



## Accessibility Plan

Objectives are categorised according to the three aspects:

a) Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum. (See below)

B. Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled. (See below)

C. Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

Aspect	Target(s)	Strategies	Outcomes	Timeframe(s)	Goals achieved
<b>A</b>	<p>As required for implementation of the Code, to ensure appropriate accommodations are in place for pupils with SEND (and other barriers to learning) attending the school, informed (in planning and review procedures) including:</p> <ul style="list-style-type: none"> <li>Identifying pupils with SEND</li> <li>Raising awareness amongst staff (see below)</li> <li>Introducing appropriate reasonable adjustments, as required (see below)</li> <li>Introducing appropriate access arrangements, as required (see below).</li> </ul>	<p>SEND pupils identified and part of all aspects of the SDP</p> <p>Curriculum leads to ensure identified group is integrated as part of curriculum plans.</p> <p>Planned staff meetings and insets</p> <p>Weekly business meeting, where appropriate to share</p> <p>Planned meetings with ASC, BC, SMSA teams that work separately the class teachers and support staff</p>	<p>Reasonable adjustments are made as needed, to ensure inclusion for all pupils with SEND</p> <p>All pupils with SEND have access to all test, assessments and adjusts made to allow them to complete and show their ability</p> <p>Class teachers and SENDCo work closely with families to identify needs through; specific assessments, observation, referral to external agencies, etc.</p>	On going	

A	Headteacher and Senior leaders (EYFS lead) to play a greater role in the identification of and support for pupils with SEND during the Admissions' Process	Currently part of the schools admissions interview with Deputy Head (SLT). Parents are directed to Inclusion section of website for SEND school report and equity and accessibility plan Home visits for new started in EFYS	Improved early support for children and families. Supportive planned transition Aim to ensure all reasonable adjustments have been made EYFS team meet with SENDCo after initial visits and share information on children's needs.	Ongoing at in year admissions	
A	Continue to raise staff awareness, through the provision of professional development, of their and the School's duties towards pupils with SEND	Planned CPD through school SDP, Performance Appraisal/ supervision discussions. Termly SEND staff meeting Weekly update in business meetings	All staff across the school understand their duty and have clear understanding of the schools ethos for children with SEND.	ongoing	
A	Improve provision of information to staff leading activities, trips and visits regarding pupils with SEND.	Monitoring of all trips and reasonable adjustments planned for, to ensure that all children with SEND are included and their needs catered for.	All pupils with SEND access all trips and visits planned throughout their school year.	ongoing	
A	Improve curriculum planning in light of feedback from staff and pupils' needs.	Phase Lead and Curriculum leads to listen and reflect upon the curriculum action plans. SEND reflected in the curriculum maps/ overviews (available on website) Wider curium assessments planned development 2022-23	Increased participation of SEND pupils in all areas of the curriculum. Pupil progress monitored through PPR and termly data drops.	Termly By the end of 2023 for assessment of the wider curriculum	

B	To continue to enhance access to Admissions' information for prospective pupils and parents.	Currently part of the schools admissions interview with Deputy Head (SLT). Parents are directed to Inclusion section of website for SEND school report and equity and accessibility plan	Improved early support for children and families. Supportive planned transition Aim to ensure all reasonable adjustments have been made	At in-year admissions	
B	Approaches to improve the availability of written / visual information in alternative formats.	Use of visuals available in classroom and school environment (communication in print/ wigit online), photos as needed.  Visual signs at an appropriate height and accessible to all pupils.  Vocabulary banks and word mats available to all pupils, with corresponding visual time tables and now and next boards.	Improved communication and understanding for SEND pupils  SEND pupils can have fair access to the text and learning in their classroom environment	Monitored through learning walks  Termly	
B	To ensure exam/ assessments scripts are accessible to all pupils	Access arrangements followed and application made for pupils as appropriate.  Opportunities for pupils in in year assessments to receive the same level of access arrangement as if formally applied for.	SEND pupils have a fair access to formal exam/ assessments and in year exam/ assessment.  SEND pupils have the same opportunities as their peers to be as successful as they possibly be can	Planned application March 2023  Ongoing	

		Staff trained to be readers, scribes etc			
		Text enlarged as needed			
C	Improve access for pupils with reduced mobility to Bounds Green Federated schools and School Trips	Monitoring of all trips and reasonable adjustments planned for, to ensure that all children with SEND are included and their needs catered for.	All pupils with SEND access all trips and visits planned throughout their school year.	ongoing	
	Over time, improve access for pupils with reduced mobility to areas of the school as identified in the Access Audit and to other areas where access is restricted	Improved toilet area (wet room) in EYFS (reception class) for changing of soiled clothes and nappy changing.  Disabled/ enabled toilets are available on each floor  Continue to ensure the paths and playground surfaces are physically safe for pupils with mobility or visual impairments	All toilets are appropriately designed for all current and future pupils at Bounds Green	To be reviewed with site team	

Below accessibility plan from 2021-22, aspects of this are included in the updated model plan. Included here as some areas ongoing and reflective of Bounds Green School.

## Accessibility Action Plan for year 2021 – 2024

Access to the curriculum and information					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, med or short term	Time Frame	Notes
1. Improve and develop our use of technology for pupils, <i>i.e.</i> through ensuring pupils with disability have access to the latest, affordable technology that can support their access to the curriculum?	Purchase of laptops/technological aids or apply to charities / appropriate sources to access this technology. Seek advice from other professionals as to what technology should be purchased.	SENCo IT lead/ support team Business manager	Short	12 months	
2. To ensure that the curriculum is more visual, ensuring that it is accessible to all pupils.	Access to resources 'Communication in Print' in all classrooms, improved use of sign and symbols to support learning. Improved working walls that are accessible, word banks, pre teaching of vocab and language.	SENCo, Curriculum leads Inclusion Team	Short	12 months	
3. Continued Professional		SENCo,	Long term	On-going	

<p>Development for staff to ensure that there is capacity to support pupils with disability and ensure they are able to access the curriculum.</p>	<p>Audit current capacity and skills in school team          Develop a rolling program of training where appropriate (SaLT, OT, Medical, Specialist support, Hearing impairment training, visual impairment support, disability awareness).</p> <p>Support staff (Inclusion, NNEB, TA) yearly appraisal</p>	<p>AHT for CPD</p>			
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<b>Access to the physical environment</b>					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, med or short term	Time Frame	Notes
<p>1a. Yearly maintenance of accessible lifts (junior building and Infant building) to ensure that they are available during school open hours            1b. To complete assessment of the</p>	<p>Planned maintenance work as part of yearly work plan</p> <p>Site inspection</p>	<p>Business manager, site manger</p> <p>Business manager and</p>	<p>Long term</p> <p>Short term</p>	<p>On-going</p> <p>12 months</p>	

stair lift to Art Room (Junior building)		site manager			
2. Improved toilet area (wet room) in EYFS (reception class) for changing of soiled clothes and nappy changing.	Site inspection, funding arrangements to be explored.	Business manager and site manager	Medium term	18 months/ 2 years	
3. Disabled toilets are available on each floor	Site assessment of toilets current, to assess if a larger toilet can be created. Building works Commissioned if appropriate	Business manager and site manager	Long term	3 years	
4. To continue to ensure the paths and playground surfaces are physically safe for pupils with mobility or visual impairments	Regular walkthroughs of playground and pathways and rectify any uneven surfaces. Painting/highlighting of any steps/ protruding surfaces.	Site manger	Short term	On-going	
5. Audit classrooms for appropriateness	Site assessment of classrooms.	Site Manger	Medium Term	18 months	

for pupils with hearing impairments.	Funding and planned works to improve sound proofing of further classrooms to develop improved learning environments across the school.				
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<b>Inclusion in the school community</b>					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, med or short term	Time Frame	Notes
1. Number of pupils with a disability who receive awards is equitable to peers.  There is no overrepresentation of pupils with disabilities in the behaviour records i.e. negative incidents or bullying	Monitoring of Disabled student's wellbeing in terms and inclusion through pupil voice, behaviour records.	SENCo Deputy Head Teacher – Behaviour Lead/ Pastoral	Short Term	On-going	
2. Pupils with disabilities to have access to after school clubs and enrichment clubs.	Monitoring of club uptake and priority for identified pupils. Additional support if needed and adjustments made if needed	SENCo Admin, responsible for clubs	Short Term	On-going	



