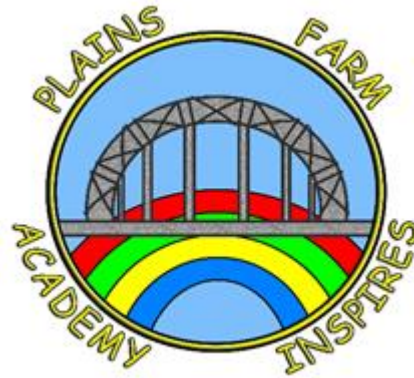


Equality Scheme and Accessibility Plan

Plains Farm Academy



Approved by:	Local Governing Body	Date:	March 2019
Last reviewed on:	March 2019		
Next review due by:	March 2021		

Contents

Press control and click the section name to advance to the desired page.

Section	Page Number
Aims	3
Legislation and Guidance	3
Staff	5
Inclusion	5
Disability Equality	5
Accessibility	6
Accessibility Action Plan	7
Accessibility Audit	9
Equality and Diversity	11
English as an Additional Language	11
Children In Need/Looked After Children	11
Disadvantaged and More Able Pupils	11
Gender Equality	12
Age, Faith and Belief and Sexual Orientation	13
Equality Impact Assessments	13
Roles and Responsibilities	13
Publishing Information and Monitoring Arrangements	14

Section 1 – Aims and Objectives

We are pleased to share Plains Farm Academy's Equality Scheme and Accessibility Plan. This outlines our commitment to integrate equality and diversity into all that we do, and incorporates the statutory duties that we must meet as an academy, an employer and a service provider.

The Scheme details our vision to create an environment where all people who are part of our academy community feel comfortable and safe, and where the needs of that community are well understood and provided for. We believe that this Scheme will help us to meet our legislative responsibilities in relation to equality and diversity and we will strive to make improvements where these are identified.

We are committed to ongoing engagement with stakeholders including staff, pupils, parents, governors and community groups as we strive to ensure equality for all.

We acknowledge that it is very important for us all to work together in achieving our aim of being a fully inclusive and accessible school and ultimately in providing a quality learning experience for all our pupils.

We are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences

Our academies equality objectives are:

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include in resources: books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- Ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

Section 2 - Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. As part of the Equality Act 2010, a new general public sector equality duty came into force in April 2011. This new duty extends to all the aspects of a person's identity that are protected under the Equality Act 2010.

These are known as protected characteristics and are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

To help schools and maintained EYFS settings in England meet the general equality duty, there are two specific duties that they are required to carry out.

These are:

- To publish information to demonstrate how they are complying with the equality duty.

- To prepare and publish one or more specific and measurable equality objectives.

The Scheme will be made available on the academy website and paper copies are available upon request. The Scheme can be provided in other languages, braille or large print upon request.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Section 3 - Staff

The school values diversity amongst the staff. In all staff appointments, through the application of agreed recruitment and selection procedures, the most suitable candidate will be appointed, linked to a professional criteria with recruitment carried out in a manner consistent with equal opportunity practice.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Bespoke CPD programmes are in place.

Section 4 - Inclusion

Plains Farm Academy maintains an inclusive approach to education and we aim to provide equality of opportunity for all pupils. All pupils are valued, respected and welcomed to the school whatever their additional educational need. (This may mean a specific learning, physical, behavioural and emotional, communication and language or health need).

More Able children, children who have English as an additional language and those on our pupil premium register are also recognised as having additional needs. There may also be stressful times such as illness, bereavement and family breakdowns when families and children require support. We will support pupils learning and ensure they are fully included in all school activities.

We recognise that there are some pupils who may require additional resources or extra support at some time in their primary school life and we aim to cater for the needs of all pupils. Early identification of a child's needs is made by close consultation with parents and pre-school settings from school entry. Individual pupils are monitored through teacher assessment, pupil progress meetings and provision mapping.

The school has a SENCO to offer support to parents/carers who may have concerns about their child's progress. When appropriate, referrals are made to specialist learning services, Early Help and medical services. Any referral to an outside agency is undertaken with parental consent.

Section 5 - Disability Equality

The school has a policy for Special Educational Needs and Disabilities and follows the SEN Code of Practice. We are committed to ensuring that disabled pupils can participate in the school curriculum, school trips and can take an active role in extra-curricular activities.

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take into account of disabled people's disabilities, even where that involves treating disabled people more favorably than other people.

Section 6 - Accessibility

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Scheme complies with our funding agreement and articles of association. Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

Section 7 - Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Plains Farm Academy offers a differentiated curriculum for all pupils.</p> <p>We use specific resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Individual, differentiated targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p>	<p>Training is provided for identified staff, this includes medical training.</p>	<p>A comprehensive audit of CPD has been completed.</p>	<p>Class Teacher SENCo</p>	<p>Ongoing</p>	<p>Staff identify training needs and CPD is organised and completed.</p>
		<p>Training on the use ICT equipment and aids is provided for staff.</p>	<p>Staff are provided with an opportunity to observe experienced practitioners in order to support their development.</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Staff identify training needs and CPD is organised and completed.</p>
		<p>External support is provided for classroom teachers and TAs to enable them to better support pupils, for example ASD etc.</p>	<p>Referrals to access appropriate support are made.</p>	<p>Class Teacher SENCo</p>	<p>Ongoing</p>	<p>Referral forms are completed and added to files.</p> <p>External support is provided and individual plans are updated.</p>
		<p>Small group or 1:1 support is provided and staff integrate pupils into the wider class where appropriate.</p>	<p>Integration with the main class.</p> <p>Facilitate group or club based learning opportunities.</p>	<p>Class Teacher TA SENCo</p>	<p>Ongoing</p>	<p>Pupils receive a wide range of learning experiences, which supports accelerated progress and attainment.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment has been adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width 	<p>The classroom layout is adjusted based on the requirements of pupils to ensure accessibility for pupils with a range of learning/behavioral/physical or emotional needs.</p>	<p>Staff to review and implement preferred layout of furniture and equipment to support the learning process in individual classes.</p> <p>Pupil profiles are in place</p>	<p>Class Teacher SENCo</p>	<p>Ongoing</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.</p> <p>Staff have detailed knowledge of pupils in</p>

	<ul style="list-style-type: none"> • Door width • Disabled parking bays • Disabled toilets and changing facilities • Shelves at wheelchair-accessible height <p>Specific pupils have specific equipment to support their mobility and learning, arrangements are in place to ensure a robust handover process at end of year transition points, which enables class teachers to understand the needs of pupils coming into their class.</p>		to support staff.			their class can adjust needs according to the pupil needs.
		Suitable access and egress to the main reception and classrooms for pupils, staff and visitors are in place.	Review access through main hall to Y3/Y4 classrooms as there is currently a staircase. Explore grant funding.	SBM	Ongoing	Ramps are in place to support access and egress. Accessible toilets are in place to support pupils, staff and visitors.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations <p>Staff are welcoming and encourage parents, visitors and other stakeholders to come into school</p>	<p>INSET and CPD are ongoing through the year to support staff in developing skills, knowledge and experience to meet the needs of pupils, parents and visitors.</p> <p>A raft of communication methods are used to aim to reach stakeholders.</p>	<p>Visual timetables are in place to support pupils' learning.</p> <p>Signage is clear and uses symbols to support stakeholders.</p> <p>Publications and media are available in large print or braille upon request.</p>	All	Ongoing	The school environment has the appropriate resources in place to support pupils, parents and staff.
		<p>Staff are receptive to the needs of pupils, parents and visitors and endeavor to communicate effectively.</p> <p>Staff signpost or refer parents and visitors where they wish to access local services or support.</p> <p>A Facebook page has been established to share learning experiences with stakeholders.</p> <p>Class blogs are produced weekly to share learning experiences with parents and extended families.</p> <p>A large screen TV is mounted</p>	<p>Continue to provide effective communication and explore new ways to communicate effectively with identified groups.</p>	All Staff	Ongoing	<p>Pamphlets, posters and resources on display.</p> <p>TV in working order promoting the setting to visitors.</p> <p>Translation of documents available into other languages, braille or large print.</p>

		<p>in reception running a welcoming presentation.</p> <p>The school prospectus is published annually and is available in different languages or print upon request.</p>				
--	--	---	--	--	--	--

Section 8 - Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey however, access from the main hall to Y3/Y4 is split level and has a set of steps due to the elevation change. Alternative access is available via other access points.	<p>Explore costs to install a ramp to assist access and egress at the fire exits off the main hall.</p> <p>Explore costs to install a mobility lift to assist access and egress at the internal stairs.</p>	SBM/Site Manager	March 2019
Corridor access	All corridors are accessible for wheelchairs and wide enough for appropriate maneuvering.	Corridors to be kept tidy, free from clutter and obstructions.	All Staff	September 2018
Parking bays	<p>Parking is available on the site, bays are appropriately marked.</p> <p>Disabled parking is available.</p> <p>Drop kerbs appropriately situated.</p>	Monitor the car park to ensure car park users are parking appropriately, with no unauthorized parking in disabled bay.	Site Manager	Ongoing
Entrances	<p>Entrances have wide doorframes to accommodate wheelchair access and egress.</p> <p>Doors do not have assisted or automated opening so wheelchair users do require assistance to</p>	Explore costs to install an assisted opening device to the current main entrance doors or to replace with automatic doors.	Site Manager	March 2019

	access and navigate the site.			
Ramps	There is a ramp to the main entrance providing access for wheelchair users. Externally the grounds are on one level enabling access and egress throughout. Curbs are lowered at appropriate pathways enabling access and egress.	Ensure pathways, grab rails, ramps and access routes are maintained.	Site Manager	Ongoing
Toilets	Two accessible toilets are available on site (key stage 2 area and nursery corridor).	Explore costs to adapt the current staff unisex toilet to provide two separate facilities, one unisex staff toilet and one disabled toilet. Flexible approach to location of classrooms in order to meet the toileting needs of identified pupils/staff.	SLT/Site Manager	Ongoing
Internal and external signage	Signage is clearly visible throughout school and around the grounds. Symbols are used where appropriate to assist those with impairments.	Signage is designed to support those with visual and mobility impairment. Signage is mounted at a level appropriate for wheelchair users.	SLT/Site Manager	Ongoing
Emergency escape routes	Labelled appropriately and clearly and displayed throughout school. Drop kerbs appropriately situated. PEEPS are in place to support the egress of pupils.	Continue to ensure signage is maintained and escape routes are free from obstruction or hazards. Explore costs to install a ramp to assist access and egress at the fire exits off the main hall.	SLT/Site Manager	Ongoing

Section 9 – Equality and Diversity

At Plains Farm Academy we aim to create an inclusive culture for all staff, pupils, families and visitors to the school. We recognise respect and value people's differences and ensure that individuals or groups of individuals are treated fairly and equally and no less favorably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age.

We promote equality and diversity treating all staff, parents and pupils fairly ensuring equal access to opportunities to enable pupils and staff to fully participate in the learning process and achieve and equip pupils and staff with the skills to challenge inequality and discrimination.

Section 10 – English as an Additional Language (EAL)

We celebrate the fact that some of our children speak more than one language. We carefully monitor and track the progress of pupils with EAL to ensure they are not disadvantaged and recognise that they may require additional support to acquire the same competence in English as in their home language(s). This support is provided in class through carefully differentiated work and, where appropriate, through the additional support and specific teaching with a teaching assistant.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. We fully appreciate the necessity of a child retaining their first language and bonuses it brings.

Section 11 – Children in Need/Looked After Children

We will provide a safe learning environment for Children in Need and Looked After children ensuring that their individual needs are met by maintaining good communication with those caring for the child, social services and support services.

We commit to attending review meetings and ensuring the targets set out within Personal Education Plans are integrated into school life.

Section 12 – Disadvantaged and More Able Pupils

We are committed to providing an environment, which encourages all pupils, including disadvantaged and more able pupils to pursue a high level of performance in academic and non-academic areas.

We aim to encourage pupils to be independent learners, provide challenging work at an appropriate level and provide opportunities for pupils to work with like-minded peers both within school and within the wider community.

Provision for pupils is through quality first teaching, differentiation and high challenge in the classroom, teacher expectation of pupil performance and additional learning in interventions.

Section 13 - Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment
2. Promote equality between men and women, boys and girls. The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

At Plains Farm Academy, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation, which will enable them to fulfil their potential, regardless of gender or stereotypes.

We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Plains Farm Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Gender Gap Key Stage 1

- Girls outperformed boys in reading (B58% / G86%), writing (B50% / G86%) and number (B58% / G93%).

Gender Gap Key Stage 1

- Girls outperform boys at expected levels within reading Girls= 82% Boys= 54%, writing. Girls=88% Boys=46%, maths Girls=88% Boys= 54%
- Girls outperformed boys within the phonics test. Achieving the pass mark: Girls=100% Boys= 59%

Gender Gap Key Stage 2

- Boys outperform girls within reading, writing and maths at expected level for combined. Expected- Girls= 41% Boys= 54%

This is being addressed through data analysis and targeted intervention programmes, together with staff training and awareness of learning styles.

Section 14 - Age, Faith and Belief and Sexual Orientation

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

The School is implementing these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school community face any such discrimination in all aspects of their lives and has equal access to all the services provided by the School.

In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified. In addition, we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this scheme.

The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. As such, renewed efforts will be made to consult and all identified groups in the development of school services.

Section 15 - Equality Impact Assessments

Equality Impact Assessments are a crucial mechanism for ensuring the embedding of equalities and diversity. Impact assessments will be carried out covering all six equality and diversity strands (race, religion, disability, age, gender and sexual orientation) and will identify both good practice as well as areas where our performance in ensuring diversity could be improved.

Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

In line with statutory requirements our equality impact assessment process will be applied to new policies as well as existing policies and functions on an agreed programme.

Section 16 - Roles and Responsibilities

The Local Governing Body:

- Has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- Seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

- Ensures that no child is discriminated against whilst in our school because of their race, sex or disability.

The Headteacher:

- Ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- Treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- Will review this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.

The Senior Leadership Team:

- Coordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit.
- Coordinate day-to-day responsibility for the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.

Teaching Staff:

- Promote an inclusive and collaborative ethos in the school in accordance with our ethos and values enabling students to access learning and maximise their progress.
- Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensure appropriate support for pupils with additional needs, and maintain a good level of awareness of equalities issues.

Pupils:

- Treat each other with respect, to explore diversity with a healthy and positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly

Section 17 – Publishing Information and Monitoring Arrangements

The Scheme will be published online, via the academy website alongside the academy's suite of policies and will be reviewed at least every 3 years. The Scheme will be communicated to all stakeholders identified within this document.

The Scheme may be reviewed and updated more frequently if necessary, in line with feedback, consultation, good practice or legislative changes. Governors will receive an annual report on progress against the action plan.

The Scheme will be approved by the Local Governing Body of Plains Farm Academy, following review by the Headteacher and senior leadership team.