



Christchurch Infant School

Equality Objectives Action Plan 2022 - 2025

(including Accessibility Plan 2022 – 2025)

Agreed by the Governing Body	October 2022
Next review:	October 2025

Equality Objective Action Plan 2022 – 2025

Equality Objectives

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective	Future Action	Timeframe	Success Criteria
<p>Equality Objective 1 - To improve outcomes in reading, writing and maths for those children with low starting points, including those with special educational needs, those for whom English is an Additional Language and those who are disadvantaged. The School's Inclusion Action Plan, EAL Action Plan and Pupil Premium strategy statement specifically communicates the school's rationale, resourcing and approach to mitigate any differences in performance for those pupils eligible for PP, those for whom English is an Additional Language and those with SEND.</p>	<p>SENDCO delivers SMART target training in September INSET. Vulnerable children are catered for and interventions and all support is actioned for reading, writing and maths where appropriate. Staff routinely track all children as part of termly outcomes review. Amend task design and specific targets for those children who require support. SENDCO to work alongside designated governor to monitor overall effectiveness of inclusivity.</p>	<p>By July 2023</p>	<p>All children make progress based on their starting points. End of year outcomes is above BCP and national expectations as per 2022.</p>
<p>Equality Objective 2 – To further refine the PSHE curriculum to reflect a 21st century community and our globally immersive approach to learning. We will also continue to refine and embed our PSHE curriculum to reflect the RSE 2020 Guidance with a particular focus on healthy relationships, 'whole body health', personal safety and 'whole body health'. Within our curriculum design we will continue to build cultural capital through a rich variety of learning opportunities.</p>	<p>Staff to have training in cultural capital, diversity and unconscious bias and feed this into the learning and teaching they do in their classrooms with regard to materials used and examples given. SLT facilitate training. All staff to undertake the work in classrooms.</p>	<p>July 2023</p>	<p>Children will be able to talk about our school culture and those of other schools and communities, about diversity and the positive contribution to society that differences and diversity bring.</p>
<p>Equality Objective 3 – To challenge the gender gap through gender-neutral pedagogies. We will continue to provide quality of education for all with a specific focus on raising aspirations, equal and</p>	<p>Equality is at the forefront of all teaching and learning through carefully organised and planned task design.</p>	<p>July 2023</p>	<p>The gender gap in Reading, Writing and Maths is reduced more than the year previous and all staff are aware of the successes that made this happen.</p>

<p>equitable opportunities with a particular focus on the progress and attainment of boys.</p>	<p>Topics/Projects and text types show interest to a range of backgrounds, cultures and hold the interest of both genders. Gender gap is reviewed through routinely pupil tracking reviews each term.</p>		
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CHRISTCHURCH INFANT SCHOOL

DISABILITY EQUALITY OBJECTIVES/ACCESSIBILITY PLAN 2022 – 2025

Aims

To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.

To encourage and listen to local views and involve members of our school community in the work of our school.

To plan to increase access to education for disabled pupils by increasing access/participation in the curriculum, improving the environment and improving the delivery of information.

Objectives

The objectives set out how the school is going to meet the duty to promote disability equality for disabled staff, parents and pupils. The school therefore has to have due regard to the need to:-

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

Under the scheme the school is not required to do anything that is unreasonable or impracticable. Therefore factors such as the size of the school, the size and make up of the disabled school population, the building stock and the school's budget have to be taken into consideration.

Consultation

Information is gathered by inviting responses from disabled members of the school community to a detailed questionnaire and any issues identified may then inform and help prioritise our planning and provision. The accessibility plan, along with our Single Equality Policy and Objectives, is shared with all members of the school community. This is carried out through written communication and use of the school website.

Accessibility Policy

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions (medical needs policy)*; and our
- Equality Information and Equality Objectives.

It should be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

3. Our vision and aims

Christchurch Infant School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Christchurch Infant School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Christchurch Infant School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of different SEND needs etc. on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI) where appropriate.

Physical Environment

Christchurch Infant School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all key school entrances;
- providing an accessible toilet and changing facilities;

- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible (although the fan heaters are an issue in this respect).

Information

Christchurch Infant School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Christchurch Infant School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Christchurch Infant School will work in partnership with BCP Council LA in developing and implementing this Accessibility Plan.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Christchurch Infant School's Accessibility Plan will be implemented by Craig Miller, site manager.

6. Monitoring

The Christchurch Infant School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Body.

The governing body, or proprietor will monitor Christchurch Infant School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Christchurch Infant School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Christchurch Infant School complaints procedure covers the Accessibility Plan.

ACCESSIBILITY PLAN

1. This accessibility plan has been drawn up in consultation with the governors and staff of the school sets out past and future planned action. It is reviewed annually, and refreshed every 3 yrs in line with the Equality Policy and Objectives
2. At Christchurch Infant School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas form the basis of the Accessibility Plan with relevant actions to:

- Increase access to the curriculum, incorporating after school and out of school activities including educational visits
 - Improve access to the physical environment of the school
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities
4. Attached are action plans relating to the above. These will be reviewed every three years and are linked to the Single Equality Plan and Objectives.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
Single Equality Policy and Equality Objectives, Health and Safety Policy and Procedures, Policies and Procedures related to Child Protection, SEN and Inclusion Policy, Behaviour Management, School Improvement Plan, Asset Management Plan, Policy for Educational Visits

Christchurch Infant School Accessibility Plan 2022 - 2025

Improving the Physical Access at Christchurch Infant School

What needs to be done?	How will this be done?	Who is responsible?	Timeframe	How can we tell if this is successful?
Improve disabled access to the new music and performing arts room	Install a ramp accessible via the hall	Caretaker	2022 - 2025	Disabled access is available.
Improve disabled access to the garden and science areas and main playground.	Provide low shelf for use by disabled visitors.	Caretaker	2022 - 2025	Disabled access is available.
Maintain playground equipment and furniture so that it is safe to use.	Regular H+S governor / caretaker audits.	Caretaker	2022 - 2025	All equipment is safely used by children.

Christchurch Infant School Accessibility Plan 2022 - 2025

Improving the Curriculum Access at Christchurch Infant School

What needs to be done?	How will this be done?	Who is responsible?	Timeframe	How can we tell if this is successful?
Work with Junior School to provide a tailored transition project to support any children who might be vulnerable at point of transfer into the school.	4-day transition project for children and parents plus a series of 1 to 1 meetings for parents.	Year 2 Leader Inclusion Lead Headteacher Assistant Headteacher Pastoral Care Worker	2022 - 2025	Feedback from parents and Junior School. Children transfer smoothly into Y3 in September.
Raise levels of engagement and confidence in some of our more vulnerable families.	Signpost and explore funding for parenting courses run by outside agencies. Provide our own parent workshops (eg anxiety and well-being)	Pastoral Care Worker	2022 - 2025	Improved engagement and attendance in targeted families. Evaluation sheets for each workshop or course; other parental feedback.
Ongoing for CPD for teachers and TAs on scaffolding the curriculum and providing targeted support: eg Supporting children with Speech & Language difficulties; ADHD/ASD training;	Identify staff training needs through performance reviews and needs-led within school. Identify best providers for training (eg Speech & Lang therapist, Ed Psych, SENDCo; SENSS team).	Headteacher Assistant Headteacher	2022 - 2025	All teachers are able to more fully meet the requirements of children with Special Needs and disabilities with regards to accessing the curriculum increase in access to the National Curriculum
All out-of-school activities (eg educational visits and extra curricular clubs) are planned to ensure the participation of the whole range of pupils	Deployment of high levels of TAs support for pupils with additional needs or disabilities. (eg adults who are Epipen trained; social stories for ASD children; parental support)	Headteacher PE Subject Leader Assistant Headteacher	2022 - 2025	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for pupils with additional needs or disabilities.

Care plans in place for any children with medical conditions. Training provided for staff for specific medical requirements (e.g. diabetes, significant allergies, heart conditions, epilepsy)	Assistant Headteacher to liaise with professionals and to organise training	Assistant Head Welfare Assistant	2022 - 2025	Children with medical needs are confident in school and are supported to manage their needs. Required staff have appropriate training for supporting medical conditions.
Resources and reasonable adjustments to be provided to support children to access learning effectively. (E.g. dyslexia friendly classrooms, ASD strategies, visual and hearing impairments)	SENDCo to work alongside class teachers to ensure appropriate resources are in place and adjustments made. For Children at School Support these will be recorded on IPT documents.	Assistant Headteacher	2022 - 2024	All staff to have an awareness of differing needs and how these can be supported within the classroom. Children are supported in a way that enables them to access the curriculum – in many cases recorded and reviewed.

Christchurch Infant School Accessibility Plan 2022 - 2025

Improving the Delivery of Written Information at Christchurch Infant School

<u>Improving the Delivery of Written Information</u>				
Equality Objectives	Action	Timeframe	Success criteria	Review
Improve access to information for all our parents including those with a disability	Review our website design and create a new format	By end of Spr 2023	Website is much easier to navigate, complies with recent guidance, contains statutory information and enables access for both staff, parents and children	New Website installed Spr 23
Improve sharing of information on new website	Develop Year group information/ sharing places on the website	Ongoing	Parents and children able to access website to find out year group specific information and celebrate year group events etc	