BEANFIELD PRIMARY SCHOOL

Brooke Weston Trust

Brooke Weston Trust Equality Objectives 2022- 23:

	Objectives	Strategies	Success Criteria
Objective 1	To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility.	Staff and governor training on Public Sector Equality Duty; BWT policies implemented across the schools reflect equality responsibilities.	Greater awareness and understanding of equalities duties, evidenced through policy development and accessibility of students, parents/carers to Academy information and the curriculum.
Objective 2	To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities.	PSHE curriculum, regular assemblies on Academy's Code of Conduct and British Values which promotes mutual respect and tolerance of those with different faiths/beliefs, tracking hate/bullying incidents to measure impact of above.	Greater awareness, understanding and tolerance of different groups of students and staff within the academy. Reduction in hate/bullying incidents, progress in outcomes of student and staff questionnaires.
Objective 3	To actively close the gaps in attainment and overall achievement between students for all groups of students, especially disadvantaged students, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	Early identification of need through tracking of individual student performance. Provision of tailored support and intervention to enable access to the curriculum and other specialist support available.	Improved attendance and performance for all student groups. Regular challenge, support and monitoring of progress through Executive Principal meetings, Local Governing Body meetings, Education Standards Committee meetings and quality assured through external moderation.
Objective 4	To continue to give due regard to equality, diversity and inclusion during recruitment processes for new employees and increase the diversity of the workforce.	Provide training to interviewers on equality, diversity and inclusion. Promote equal, fair and inclusive culture of BWT within marketing material.	Progress is made to addressing underrepresentation of particular groups.
Objective 5	To promote mental health awareness and develop appropriate interventions where necessary.	Provision of external support for students and staff where required; consideration of workload for teachers and support staff; staff forums for discussion/recommendations about how work-life balance can be maintained	Progress in outcomes of the Trust employee questionnaire, increased staff and student attendance.

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Accessibility Plan

1. Improving Physical Access

		Targets	Strategies	Timescale	Responsibility	Success Criteria
	1.1	To be aware of the access needs of all students/children, staff, governors and parents/carers	Gather data around access needs at the point of admission to the academy	Annually or as required	School senior Administrator	Individual, relevant and current information is gathered and shared as required so that all needs are met
			Create access plans for individuals as required	September (annually)	SEN Team	
			Annual reminder to parents/ carers through communication to let us know if they have problems with access to areas of the academy.	September (annually)	Senior school administrator	
			Include the accessibility plan as part of induction for students and staff	As required	SEN Team	
			Staff training potential future pupils as required	September (annually) or as required	SEN Team	
			Students with special educational needs and/or other additional needs are included in student forums and consulted on their views about physical access at the Academy.	Ongoing	SEN Team	
	1.2	Ensure that all users of the Academy site have access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Site Team	All users of the academy feel welcome on site.

1.3	The environment is adapted to the needs of students, staff, parents/carers and visitors as required.	Based on the review of access needs of all students/children, staff, governors and parents/carers (1.1 above), strategies embedded to ensure all levels of the building is accessible by wheelchair users and those with physical disabilities, including the following: • Ramps • Lift • Wider corridors • Fully accessible PE areas • Evacuation chairs in place • Specialist furniture/seating when required • Safe lighting • All steps/stairs are clearly marked • Additional markings in place for visually impaired students as required by student need and budget • Disabled toilets and changing facilities • Disabled parking bays • Solutions in place for movement of students with SEND between classrooms	Annual review of the environment based on review of access needs. As required review as and when access needs change	Site staff/ SEN Team	Improved access to the school
1.4	Maintain safe access for all as they enter the Academy premises, ensuring nothing is preventing access	Check exterior lighting is working on a regular basis External environment is safe and accessible to all: • Pathways • Paving • Clear signage and markings	Termly checks Daily checks	Site Team Site Team	Improved access to the school.

1.5	Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for all disabled students and staff. Emergency and evacuation systems are accessible to all (i.e. alarms with visual and auditory components)	As required	SEN Team/Site Team	All students and staff are safe.
1.6	Ensure that the building remains fully accessible and compliant in line with the Equality Act (2010), Health and Safety at Work Act (1974) and other Health and Safety regulations.	Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	As required	Site Team	All students and staff are safe.
1.7	Ensure learning environments are optimally organised for students with specific needs.	Classrooms are optimally organised for students with a physical disability, including sight and hearing impairments. Furniture is selected, adjusted and located appropriately according to the needs of the students.	As required in response to student need	All staff	Improved access to the classroom and learning environment

2. Improving Access to Information

	Targets	Strategies	Timescale	Responsibility	Success Criteria
2.1	Academy uses range of communication methods in place to ensure information is accessible	Academy provides the following communication methods: • Internal signage • Large print resources • Braille • Visual cues • Modified exam papers • Exam Access Arrangements • Consultation with external agencies • Student use of laptops/technology • Regular and clear information available to parents in different formats if required • Homework is provided in hard copy to those without access to the internet	In place at all times and as identified through assessment of needs (1.1 above)	Senior Leadership and SEN Team	Information is readily and easily available

2.2	Improve awareness of alternative communication methods to parents/carers	All correspondence to parents/carers to include statement to let us know if they have problems with access to any information provided by the academy or if they require any support at meetings with academy staff Check that correspondence sent home is accessible in relation to reading ability, language etc. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs. Staff are trained to ensure that they are aware of ways in which they can communicate to parents/carers in a more accessible format. Signpost parents/carers without the internet to public places where computers are available.	Ongoing	Admin Team	All parents/carers become aware of alternatives available and how these can be accessed Parents/carers have choices about how they are communicated with and how they provide their points of view. All staff aware of and follow the Accessibility Plan and SEN requirements.
2.3	Website is compliant with statutory regulations. Website information is provided in alternative formats and languages.	Audit of the website is undertaken on a regular basis to ensure that it meets the needs of its users and includes all required information.	Annual audit	Operations Lead/Senior Leadership Team	Website is compliant and accessible to users.

2.4	Students and parents/carers are aware of who they can contact for information, support and advice.	Contact details are provided on the Academy website and are made available to all during parents' evenings, open evenings and other parental meetings. SEN information report and accessibility plan is publicly available.	Ongoing	Admin Team SEN Team	Additional support provided to students. Greater awareness of needs which allows specialist support to be put in place.

Improving Access to the Curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria
3.1	Early identification and close transition planning	• Dedicated transition plan for students admitted to the Academy • Thorough sharing of information and close communication with all parties • Specialist support and guidance for Year 6 to 7 • Use of EHA's and/or external agencies	Annually and as and when required	SEN Team Wellbeing Team	Information is shared so that students, families and staff can meet student needs

3.2	The curriculum meets the needs of all students	A differentiated/modified/scaffolded curriculum is in place to meet the needs of students. Strategies are in place in practical subjects.	As required in response to student need	Senior Leadership Team Curriculum Lead SEN Team	Appropriate pathway and curriculum is in place that meets needs and ensures progress
		Intervention groups and other support is available to students with additional needs.	As required in response to student need	SEN Team/Teaching Staff	
		Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	As required in response to student need	SEN Team/Teaching Staff	
		Students with special educational needs and/or other additional needs are included in student forums and consulted on their views about the curriculum, teaching and resources available to them.	Ongoing	SEN Team/Teaching Staff	

3.3	Appropriate resources and support in place to support students learning needs	Consider the needs of all students in the academy when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. With consideration for those children with general and specific learning difficulties, ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs.	As required in response to student need As required in response to student need	All staff	All students access fully the curriculum provided through quality first teaching
3.4	Quality teaching for all students including differentiation so that all students can meet learning objectives	Teaching staff are provided with student information regarding specific needs, targets and progress measures. Staff are provided with regular CPD and training, guidance on improving assessment, marking and feedback for all students, and provided with best practice examples.	At teacher training days and ongoing throughout the year	Senior Leadership Team SEN Team Teaching Team	Improved quality of teaching and learning through differentiated and personalised learning tasks All staff aware of and follow the Accessibility Plan and SEN requirements

3.5	Ensure teaching and learning methods and environment support children with: - Speech impairment - Hearing impairment - Visual impairment - Impaired mobility - Emotional and behavioural difficulties - ASD - Medical conditions	Relevant strategies are in place, including the following: - Promotion of an ethos of inclusion, acceptance and understanding - Specific programmes to support learners (i.e. Speech Therapy) - Unobstructed classroom environment - Teaching support - Modified teaching resources - Early exit from class - Individual Health Care Plan to be followed - Educational Health Care Plan to be followed - Accessibility of medication - Targeted intervention groups for students to build self-esteem, confidence and social skills ***This list is not exhaustive.**	As required in response to student need	SEN Team/Teaching Staff	Progress confirmed by observations and formal assessment Students are able to access the curriculum
3.6	Provision is in place to allow all students to access extra-curricular opportunities	Pre preparation meetings with parents/carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place for student/s visits and any residential where appropriate.	As required in response to student need	All staff SEN Team	All students access fully the curriculum provided

3.7	Provision plans and/or IHCP's in place for all students who have medical needs and physical conditions which could impact on their learning	Provision plans prepared by the SENCO and distributed to all staff.	Prepared annually and as and when required	SEN Team	Progress confirmed by observations and formal assessment All students access fully the curriculum provided
3.8	Physical management plans and PEEP's in place for all students who need them	Provision plans prepared by the SENCO and distributed to all staff.	Prepared annually and as and when required	SEN Team	Progress confirmed by observations and formal assessment All students access fully the curriculum provided
3.9	Ensure all students can access public examinations and statutory assessments	Approved access arrangements in place for all students who require and are eligible for support, including readers, separate rooming etc. ensuring that there is evidence of the student's normal way of working in the classroom that comply with JCQ regulations.	For all examination/assessment events	SEN Team Y6 Lead Principal	All students that have approved access arrangements can fully access all exams and statutory assessments
3.10	Support from external agencies in place when required (for example HI, VI, EP, EIP, Camhs, Physiotherapists, School Nurse etc.)	The school will make itself aware of the services available through the LA and share this information with parents/carers	In place at all times and as required in response to student need	SEN Team	Support for all students is in place so they make good academic progress