



Equality and Information Objectives including Accessibility Plans

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CONTENTS

1	Introduction	
2	Vision and Values	
3	School Context	
4	Characteristics	
5	Accessibility Plan	
6	Equality Action Plan	

Equality Information Individual Schools:

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

‘Nurturing our community, thereby providing keys to unlock doors for a better future’

At Laurance Haines School, we:

- 1 promote caring relationships as a foundation to ensure our community can develop to their full potential;
- 2 encourage all to develop an awareness of self that inspires a growth mind-set to remain open-minded, resilient and to truly understand the power of 'yet';
- 3 facilitate innovative and inspiring learning experiences which challenge and develop curious, creative minds;
- 4 provide opportunities, based upon a foundation of trust, for taking risks by continuously preparing each of us for a rapidly developing world, and
- 5 collaborate with respect and positive regard to ensure the wellbeing and happiness of all.

School context

Laurance Haines School is a non-denominational Community Primary School that is part of the Inclusive Multi-Academy Trust and is situated in West Watford. The area includes pockets of severe deprivation in an area of very mixed social composition that ranges from stable professional working backgrounds to unemployed and single parent families. Housing is mixed and includes private ownership occupation, rented and housing association accommodation as well as multi-occupancy homes where there can be serious over-crowding. Children are also admitted from temporary accommodation at the Women's Refuge. There are higher than average levels of mobility with many children joining the school after the start of term and mid year and this is reflected in Raise-on-Line. The transient nature of the school is partly due to the close proximity of the local hospital where some parents are employed. Many of these children arrive from abroad with no attainment data and some speak no English. To highlight the degree of transition, only 42 of the 58 2018 Year 6 children started with us in Nursery and only 52 have been with us since Reception or Nursery.

The local community benefits significantly from its great diversity of cultures and ethnicities. The school welcomes and includes all families. There are currently 46 named languages and dialects spoken in school by both children, parents and staff. However, there are an additional 21 children who have their classification of language pending. This is beneficial in successfully promoting inclusion, understanding, learning and community cohesion.

The school is fed from two catchment areas. The first one being predominately privately owned or rented housing whose parents are in full-time employment in low skilled labour based jobs or employed by the hospital. This is a vastly multi-cultural area. In certain cultures, over-crowding of housing is evident, with several of our families living in shared accommodation, the whole family living in one room. The second part of the catchment area is a large estate which is mainly social housing. Statistically, unemployment figures are higher in this part of the catchment area as are crime rates. Using the Index of Multiple

Deprivation 2015 (Watford Borough Council Monitoring Report 2016), the Holywell, Vicarage and Central LSOAs fall within the 10% (first decile) most deprived areas in Hertfordshire.

Those eligible for the pupil premium funding is a percentage of 17.7% and as such is deemed lower than the national average. However, this is not a true reflection of the need of the community as many parents are unable to apply as they are new to the country and do not have recourse to public funds. The school has worked continuously to support families in the area and to address these issues.

The entry levels of children entering the Foundation Stage were significantly below age related expectation. This is because 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.

The proportion of BME children has grown to 90% with 83% speaking English as an additional language. The pupils' innate ability, attitudes to learning and parental support varies greatly between the different ethnic groups. As a result, some groups far exceed national expectation whereas other groups fall below the national average. The year on year trend for this varies. However, White British and Black African children, White other children are predominately a vulnerable group year on year. The school has a robust New Arrivals programme.

Data updated March 2019

Characteristic	Total	Breakdown (number and %)
Number of pupils	468	Number and % Female 248 47% Number and % Male 220 53%
Number of staff	82	91 % Female 9 % Male
Number of governors	10	60 % Female 40 % Male
Religious character		Non-Denominational
Attainment on entry		Lower than Hertfordshire/National Average
Mobility of school population		2017/18 In year: 38 leavers/ 37 arrivals
Pupils eligible for FME	83	
Deprivation factor		See above
Disabled staff	1	
Disabled pupils (SEN/LDD)	4	Some parent/carers have not provided relevant information. *ESB checking with parents
Disabled pupils (no SEN)	15	Some parent/carers have not provided relevant information. *ESB checking with parents

BME pupils	421	
BME staff	28	29%
Pupils who speak English as an additional language	387	83%
Average attendance rate		Academic Year 2017 – 2018 (to date): 95% Academic Year 2018 – 2019 (to date): 94.85%
Significant partnerships, extended provision, etc.		Westfield Children’s Centre, DSPL 9, Croxley Business Park, Queen’s School, AllSports, First Touch Coaching, Portuguese School, Flip Theatre, Apex Sport
Awards, accreditations, specialist status		Nurturing Schools Award, Schools Sports Gold Mark, Silver Eco Schools Award, The Dyslexia-SPLD Base Trust,

Accessibility Plan

Context:

The intension of the Accessibility Plan is to :

1. Increase the extent to which disabled pupils can participate in the school curriculum,
2. Improve the physical environment of the school to increase the extent to which disable pupils can take advantage of education and associated services, and
3. Improve the delivery to disable pupils of written information.

Description of school:

The school was built in 1970/71.

Access to the school grounds is via a pedestrian entrance and a vehicle entrance from the public highway. Both entrances have lockable gates. All visitors to the school report to the school reception area, which is clearly signposted. This is situated on the upper level and can be accessed via the bridge. We have procedures in place to assist any pupil or visitor with a physical disability. There is a second entrance at the car park level which is used by staff and for kitchen deliveries. There are a further two ground level entrances at the rear of the school which are used by pupils and staff. The two entrances at the front of the school are always locked. Staff have key fob access and visitors must use a voice link to the school reception area. CCTV is installed which allows the school reception area to monitor the front area of the school including all public entrances.

School facilities:

There is a designated disabled parking bay adjacent to the school reception area. Our fire alarm system provides visual aid for people with impaired hearing. The school has a unisex disabled toilet on the upper level in the administration corridor. Visually contrasting colours are used on all external signage. All doorways have wheelchair access and mobile ramps are provided. Where children or adults have a physical disability, where appropriate, a risk assessment will be undertaken and a designated escort will be available in case of evacuation. Visual aids for the outlines, equipment, steps and other hazards of the KS1 playground were installed in 2018. 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.

School Layout:

Whilst the main school is a split-level building, built on to the side of a slope, access to and from classrooms to the grounds is possible on both levels. Internal movement from levels within the building is via staircases. Access to the whole of the school grounds is made possible by walkways incorporating slopes.

Identifying Barriers to Access: A Checklist

This list 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 Laurance Haines School. The checklist was completed by Mr Gray (Headteacher) and Mr Philipson (Site Manager).

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 Plan

This is the access plan for Laurance Haines School, which 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 will monitor the implementation of the plan at least annually and keep under review the access needs of the school.

1: Access to the Curriculum:					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	To ensure that all learners have access to the child-led, exciting and engaging curriculum. Children with disabilities, cultural differences and special educational needs influence their learning journeys	Children are given equal opportunity to influence the direction of their learning, in the short and long term Teachers to extend and expand on vocabulary banks	All children's interests are reflected in the learning journeys, the classroom environments and the children's books	Spring Term – Summer Term 2019 and onwards.	
Medium term	Ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils and that, through the training, classrooms are optimally organised for disabled pupils	SENCo to book targeted specialist SEN training for individual teachers according to the needs of the class (e.g. VI, ASD, HI) Access advice and strategies via the appropriate external agency e.g. Educational Psychologist, Colnbrook Outreach, Chessbrook, SPLD Base and Specialist Teachers.	Teachers empowered through training to support all pupils access to the curriculum Staff will be confident in managing specific needs within the classroom and school environment.	Training to be sought and booked following discussions with the teachers at the earliest opportunity. Referrals made to the appropriate agencies.	
Long term	Review PE curriculum to ensure PE accessible to all and caters for the interests of children with disabilities.	Gather information on accessible PE and disability sports. Gather information on external sports providers in the area that cater for children with disabilities.	Children with disabilities access sport in school. Parents and Carers are signposted to external sports providers who cater for children with disabilities.	On-going	

2: Physical Environment					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	Ensure pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.	<p>SENCo and Site Manager to work with Specialist Advisory Teacher, Physiotherapists and Occupational Therapists to look at access around the school for specific pupils.</p> <p>SENCo and Site Manager to look at the Disabled Toilet access for pupils with disabilities.</p> <p>Ensure pathways are gritted and salted.</p> <p>Ensure that provision is available for as much protection as possible from the weather.</p> <p>A designated staff member is available to support pupils who use a wheelchair around the school.</p>	<p>Pupils who use wheelchairs are able to move around the school freely.</p> <p>Pupils who use wheelchairs are able to access the disabled toilet.</p>	<p>Spring Term 2019</p> <p>Spring Term 2020</p>	
Medium Term	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	<p>Disability questionnaire sent out to all parents/carers</p> <p>Parents/Carers of pupils with a disability invited in to speak to PST.</p> <p>If appropriate, Health Care Plans completed.</p> <p>Car Park Passes are reviewed at least annually.</p>	<p>The school is aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Parents/Carers have access to all school activities.</p>		
Long Term	<p>To ensure better accessibility for the whole school community around the outside of the school building.</p> <p>To install visual aids for the outlines, equipment, steps and other hazards</p>	<p>Site Manager, School Business Manager and SENCo to consider possible longer-term solutions regarding the path leading in from the front gate to main entrance.</p>	<p>Paths to be less congested at drop off and pick up times.</p> <p>Signs have been installed around the entrances and pathways leading to the main reception.</p> <p>Footpath cleared of obstacles (hedge)</p>		

of the KS2 playground in preparation for transition and KS1 are maintained in preparation for new pupil.				
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3: Delivering Materials in other formats

	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	School to be aware of possible support by external providers to provide written information in different formats.	The school investigate services available through Hertfordshire and/or Charities for converting written information into alternative formats.	The school will be able to source external agencies to provide written information in different formats when required for individual purposes	Autumn 2017 – Summer 2018	
Medium Term	Regularly review stakeholders access arrangements to information provided by school in order that information is given in appropriate forms e.g. simplified language, simple language.	PST will continue to provide support to parent/carers when asked to read letters and support with applications etc. Provide translations as appropriate where the school has language matches. SENCo to explore the Hertfordshire INTRAN service and create a one page information sheet bespoke to how it can be used for Staff to support parents and carers of LHS.	Information is presented in ways which is accessible to stakeholders or support is provided for stakeholders to access the information.	On-going	
Long Term	To provide access to computer technology appropriate for students with disabilities.	Specialist Teachers to advise appropriate technology. SENCo and FSW to explore other avenues to acquire the appropriate technology e.g. personalised commissioning or charities.	Children with disabilities have access to specialist computer technology to enhance their access to the curriculum.	On-going	

Equality Action Plan 2019

1. Eliminate discrimination, harassment and victimisation 2. Advance equality of opportunity. 3. Foster good relationships

Equality Objective	Protected Characteristic	R	A	G	Responsibility	Measurable Success Indicator	When	Outcome
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in progress and attainment data that require additional support.	Disability Ethnicity and race Sexual orientation Gender Gender identity Religion and belief		/		Class teachers, Phase Leaders, SLT	Vulnerable groups in each year group are identified by teachers, phase leaders and SLT. These groups/pupils are discussed at Pupil Progress Meetings. Where there are gaps, between a vulnerable group and their peers, they are narrowed through effective monitoring and intervention.		
To 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.	Disability		/		Class teachers Support Staff SLT	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. E.g. Walk to School (WOW) Monitor responsibilities		
To identify, respond and report any incidents of a bullying nature to ensure that trends are identified	Disability Ethnicity and race Sexual orientation		/		Class teachers PST SLT	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT. Figures are reported to the		

and that timely interventions are in place.	Gender Gender identity Religion and belief				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.		
To gather further information on the range of disabilities represented within the current cohort of children.	Disability		/	PST SENCo	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.		
Promote responsible use of technologies and social media with children and build awareness of a balanced approach to technology with parents	Disability Ethnicity and race Sexual orientation Gender Gender identity Religion and belief		/	Class teachers PST SLT	Pupils to take part in technology amnesty, allowing children to speak openly about the challenges they face with technology - Information to shape curriculum Engage parents with workshops		
Begin to audit the use of gender specific language used in school.	Gender identity		/	Class teachers PST SLT SENCo	Staff are developing awareness of the types of gender specific language used every day in school. E.g. You're a strong boy Research gender neutral language.		
Promote equality through non-gender specific organisation.	Gender and identity	/		Class teachers PST SLT SENCo	Promote with staff gender neutral organisation and routines (e.g. lining up, drinks boxes, PE groupings for activities etc).		