



Norton St Nicholas CofE (VA) Primary



Equalities and Accessibility Framework

Guidance Notes

This framework for equalities and accessibility covers the period from July 2016 to July 2019.

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 committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary and within the remit of reasonable adjustments. This covers improvements to the physical environment of the school and physical aids to access education.
- Secure processes for identifying need and to increase access to the **curriculum** for pupils with a SEND/vulnerable groups, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Below, the Action Plan, relating to these key aspects of accessibility, sets out the individual objectives identified by the FGB. These objectives will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
- We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equality Policy
 - Inclusion Policy Scheme

The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three year plan period in order to inform the development of the new Plan for the following period.

The Plan will be monitored by the respective sub-committees of the Governing Body and fed back to the Full Governing Body annually.

Action Plan – 2013 -2016

The aim of our Accessibility Plan is:

- To establish clear and positive strategies to:
 - further raise awareness of equality across the school community,
 - further equal opportunities for all stakeholders.
- To increase the range of opportunities for all pupils and for all stakeholders.
- To improve the training of staff and governors and the quality of shared information to parents and pupils in this area of work.
- To establish clear guidance and procedures for stakeholders who are seeking to raise complaints.

Objective	Protected Characteristic	Action to be taken	How will it be achieved?	Timing	Success Indicator	Responsibility	Impact Action Met	2016 Review
1. To review all policies in view of the Equality Act 2010.	All protected characteristics	<p>Each governor's committee chair is a manager for Equality. They will be responsible for reviewing each policy in the light of equality. Completed March 2014.</p> <p>A timetable needs to be generated for reviewing the policies. Completed June 2012</p> <p>A policy log needs to be generated by the school, which would encompass all the policies, when they are to be reviewed and when they have been reviewed. Completed March 2014.</p> <p>Relevant policies need to be published to parents and a folder created in the shared server to allow governor access to all of them. Work in progress March 2014.</p>	<p>When a new policy is reviewed by the governors, this will take into account the Equality Act and the 3 aims of the General Duty – Eliminate discrimination Advance equality of opportunity Foster good relations</p> <p>This will also include that reasonable adjustments for people with protected characteristics are considered when reviewing policies.</p> <p>There will be a 'strapline' on equality for each policy. Strapline created June 2012.</p>	As and when the policies are due for review	<p>Policies will have been reviewed in the light of the Equality Act – a sentence will be included to reference the Equality Act. Strapline created June 2012.</p>	<p>All Governors</p> <p>Published by the website</p> <p>FGB</p>	<p>Policies will comply with the Equality Act 2010</p>	<p style="text-align: center;">Met</p> <p>A folder has been created on the shared server and governors have access to enable corporate review by all governors. Relevant policies are published on the school website and are available to parents. Website complies with DfE regulations. All policies reviewed and considered under the Equality Act.</p>
2. Accessibility Plan is in place. To review school Accessibility Plan in view of Equality Act 2010	Age Disability	<p>Environment and Premises to review accessibility planning for disabled pupils Completed March 2014</p>	<p>Environment and Premises committee to annually review the Accessibility Plan to ensure all stakeholders needs are catered for.</p> <p>Inclusion Manager to be responsible for informing Environment and Premises chair of the needs of 'in year' children.</p>	Annual review to be started summer term 2014	Documented	Environment and Premises committee	<p>A functional accessibility plan which is reviewed and published annually</p>	<p style="text-align: center;">Partially Met</p> <p>An accessibility plan has been developed in accordance with equality act. Reviews of this have been inconsistent. A full access audit is required. Continue this work.</p>

Objective	Protected Characteristic	Action to be taken	How will it be achieved?	Timing	Success Indicator	Responsibility	Impact Action Met	2016 Review
3. To ensure that the school is inclusive for all stakeholders	All protected characteristics	Inclusion to be a focus every summer second half term	On an annual basis the following will be reviewed and updated: Learning walks to be held Lesson observations Work scrutiny Planning scrutiny Inclusion SEF Stakeholder questionnaires Pupil progress meetings (held termly) Log of bullying and racial incidents (reviewed and analysed termly) F and P– to be fed into Inclusion report. Log of lost Golden Time (reviewed and analysed termly) F and P – to be fed into Inclusion report. Log of complaints for all stakeholders F and P– to be fed into Inclusion report. Inclusion policy Equality policy Objectives for meeting the aims of the Equality Act Inclusion report to governors Ongoing March 2014 March 2015: Inclusion policy has been re-written in light of the new Code of Practice 2014, the annual Inclusion report was presented to governors in November 2014.	Annually first half of spring term	Inclusion report completed and presented to governors during second half of autumn term.	Inclusion Manager and link Inclusion governor Curriculum and Standards Committee	School continues to be inclusive for all stakeholders	Partially Met The school has worked alongside many agencies as necessary to meet the needs of many stakeholders; for example S&L, school nurses, EP, mental health workers, autism advisor, visually and hearing impaired teams. Much work has been achieved to make the school more inclusive to its stakeholders. Due to the changing nature of the stakeholders this work needs to continue.

Objective	Protected Characteristic	Action to be taken	How will it be achieved?	Timing	Success Indicator	Responsibility	Impact Action Met	2016 Review
4. To increase the opportunities for all of our stakeholders to experience the rich diversity of North Hertfordshire.	All protected characteristics	<p>We recognise that Norton St Nicholas has narrow diversity and due to its location and the fact that it is a one form entry school it can be isolated from the wider community of North Hertfordshire.</p> <p>To increase the opportunities for all of our stakeholders to experience the rich diversity of North Hertfordshire.</p>	<p>Ways to achieve the objective: Appoint a 'community governor' to create links between the school and the local community Completed September 2012. Strengthen links with other schools – e.g. hosting Able, Gifted and Talented days; Attending district events – sports and music; Using the Heritage Foundation events; Inviting neighbours to community events e.g. Midsummer Revels, 140th Celebrations. Inviting visitors to talk to the children on creative curriculum topics. Using visitors' questionnaires to ensure their needs have been met and suggestions for how to improve future visits for others Work in Progress – to be started April 2014. Using assemblies and Values education to discuss, celebrate and embrace diversity. Utilising PSHE to ensure that Year 6 children are prepared for their transition to secondary school e.g. social skills, transition talks for parents, joint rounders matches with other primary schools; Questionnaires to be sent out to former Year 6 pupils during the November post Norton St Nicholas. Transition plan for Y6-7 in place. Reviewed on an annual basis. Transition plans also in place for EYFS2 – KS1 and KS1 – KS2. March 2014.</p>	Ongoing	<p>Record of events in: Whole school diary. Co-ordinators folders. Analysed feedback from visitors' questionnaire. Analysed feedback from former Year 6 pupils.</p>	<p>Subject co-ordinators and link governors. Governors and SLT to ensure wider community is invited to community events. Curriculum and Standards Committee.</p>	<p>All stakeholders will feel that they have experienced the diversity of North Hertfordshire</p>	<p>Partially Met</p> <p>Community links have developed. Year 6-7 transition and visits to and from other schools in the local area. The choir visited Norton Hall Farm at Christmas. The local pub is used to host parent partnership coffee mornings. Many community projects have been entered and staff have celebrated their projects with local press. All sporting invitations are accepted. Staff are visiting other schools in the Dioceses. There is further work to do – staff and governor changes have resulted in some changes to original actions. Continue.</p>

Objective	Protected Characteristic	Action to be taken	How will it be achieved?	Timing	Success Indicator	Responsibility	Impact Action Met	2016 Review
5. To increase extra-curricular activities, providing opportunities for all pupils	All	To investigate extra-curricular provision for all pupils, as outlined by the pupils in their vision for the school.	Use parent body and staff to provide extracurricular activities for EYFS and KS1 in particular. Reviewed and identified a need to be addressed Easter to September 2014.	By the end of the summer term 2014	Constant review	Inclusion Manager Curriculum and Standards Committee	All pupils will have opportunities to take part in extra-curricular activities	Met
								Variety of school staff developed a wider range of extracurricular clubs. HT worked with SBM and Parent Forum to establish wraparound care. Play leaders (staff and pupils) lead lunchtime activities. School council met HT to discuss changes to lunchtime activities – ball court and quiet zone now in operation. Monitor and develop further.
6. To implement policies which clearly set out the procedures for handling complaints and incidents of discrimination, harassment and victimisation for all stakeholders. To publish policies to increase accessibility for all.	All	To create and publish clear complaints policies for all stakeholders.	Each chair of governor committees will source current complaints policies and procedures. Completed Autumn 2012 The equality governor team will then review these policies and generate a whole school complaints policy for all stakeholders. Completed March 2014 March 2015 – over the past year a need has been identified for a thorough review of the school Complaints policies.	By the end of the summer term 2012	Whole school complaints policy will be published. Governor panels are reviewed annually. March 2014.	Equality governors Finance and Personnel Committee	All stakeholders will have access to the complaints policy	Met
								Clear and communicated complaints policy in place. Governors worked with staff to develop a dignity at work policy enabling staff to raise concerns about their treatment by stakeholders. Home School Agreement also fully reviewed.

Objective	Protected Characteristic	Action to be taken	How will it be achieved?	Timing	Success Indicator	Responsibility	Impact Action Met	2016 Review
7. To ensure that all staff have effective, regular and systematic training on equality issues	All	For all staff to have training on equality issues	Inclusion Manager to investigate the cost of equality training for all staff. Inclusion Manager to liaise with the chair of Finance and Personnel regarding the budget for the training. Ongoing March 2014	Ongoing	Training for equality sourced	Inclusion Manager and F and P chair Finance and Personnel Committee	All staff will have received training on equality issues	<p style="text-align: center;">Partially Met</p> <p>Staff were trained in relation to new SEN Code of Practice July / September 2014. This information also shared with parents and governors. Evacuation PEEPs developed for considered stakeholders. All members of staff are part of a three year cycle of Safeguarding and First Aid training. Continue this work.</p>

Action Plan – 2016-2019

The aim of our Accessibility Plan is:

- To establish clear and positive strategies to:
 - further raise awareness of equality across the school community,
 - further equal opportunities for all stakeholders,
 - secure processes for identifying needs of stakeholders.
- To increase the range of opportunities for all pupils and for all stakeholders.
- To improve the training of staff and governors and the quality of shared information to parents and pupils in this area of work.
- To establish clear guidance and procedures for stakeholders who are seeking to raise complaints.

The governor committee responsible for each objective should develop ideas and identify how the objective will be achieved, agree timings and set criteria to measure the impact of the work and that will enable the objective to be measured as met, partially met or not met. The impact suggestions included below are proposals from the Equality Governor.

Objective	Protected Characteristic	Action to be taken	How will it be achieved?	Timing	Success Indicator	Responsibility	Impact Action Met	2019 Review
To review and update the school accessibility plan following an accessibility audit.	All	Review current plan and review minutes from previous Equalities meetings. Gather information of the diverse needs of stakeholders. Complete a full accessibility audit. Update accessibility plan in light of findings.	<ul style="list-style-type: none"> • Full access audit by SLT/E&P committee • Review and update accessibility plan • Plan and cost remedial issues • Gather information through work of other committees and identified below 	All actions to be started in academic year 2016/17	The school is inclusive and meets the needs of its stakeholders.	FGB – led by Equality/Inclusion Governor, HT and InCo. Significant input from E&P committee.	Governors actively seeking to improve access to school site	
2 To increase opportunities for stakeholders to access the wider community life of Letchworth and the surrounding area.	All	Review current opportunities. Review curriculum and plan linked opportunities for visits/visitors Strategically plan such visits/visitors.	<ul style="list-style-type: none"> • Develop visits to other places of worship • Embed a wide range of events into the school curriculum as the 'norm' and not as added extras • seek regular social participation with local neighbourhood • review and update the parent database of those who are able to help – make a link to time and talents from St. George's • Investigate opportunities to work with local companies 	All actions to be started in academic year 2016/17	Children and staff have accessed resources and opportunities to enrich their curriculum and extended learning beyond the school community.	Curriculum committee	Pupils are better prepared for living in a diverse society.	

3. To maintain and develop a range of extra-curricular activities for pupils that matches well to the needs and interest of the children.	All	Review usage of activities. Positively react to review and plan further opportunities if necessary. Continue to offer a range of activities for a range of children. Consider extending to other stakeholders.	<ul style="list-style-type: none"> • Review parent engagement questionnaire (see above) • look for further opportunities as above • Work with F&P to consider staff 'payment' for running clubs • Once established a representative range maintain and monitor 	All actions to be started in academic year 2016/17	Wide range of children access the numerous extra-curriculum activities offered by the school.	Curriculum committee and F&P committee	Pupils are offered a wide range of extra curriculum activities (reflecting creative interests along with sport) for a range of age groups	
4. To ensure a cycle of training for all stakeholders is implemented.	All	Review training completed by staff and governors. Source training available locally and nationally. Develop strategic plan of training and a cyclic plan to review and update training completed.	<ul style="list-style-type: none"> • Use PM Mid-year reviews to review training completed and further needs • Ensure training request and feedback are being completed • Review training records and take action as necessary • Research and set up a list of mandatory training: <ul style="list-style-type: none"> ○ Church Ethos ○ Equalities ○ E-Safety ○ Etc. 	All actions to be started in academic year 2016/17	Training plan in place. Full log, including needs analysis of training.	F&P Committee with input from HT, SBM, InCo and Equalities Governor.	Regular access for staff to training in equality issues.	