


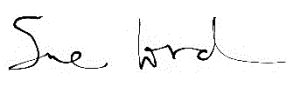


## Scissett Middle School

### Partnership Excellence Innovation

### Accessibility Policy

Signed:   
Headteacher

  
Chair of Governors

Agreed: September 2016



## **Scissett Middle School**

### **Accessibility Policy**

#### **Aims**

The aims of this policy are:

- To ensure that all members of the learning community can achieve their potential free from intolerance, stereotyping and prejudice
- To ensure that learners treat others with respect, aware of their rights and responsibilities
- To ensure that staff are aware of their rights and responsibilities, and that they feel supported in dealing with prejudice of any kind

#### **1. School Ethos, Vision & Values**

Scissett Middle School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender, ethnic origin, ability, sexual orientation, faith or socio economic status. We will ensure that no individuals are treated less favourably in any procedures, practices or aspects of service delivery simply because of intolerance, bigotry or discrimination of any kind.

This school will not tolerate harassment of people based on their gender, ethnic origin, ability, sexual orientation, faith or socio economic status.

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender, ethnic origin, ability, sexual orientation, faith or socio economic status. The achievement of all groups of learners will be monitored, 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, ethnic origin, ability, sexual orientation, faith or socio economic status. We will seek to eliminate unlawful discrimination against learners and staff by adhering to our duties as an employer under the legislation (Equality Act, 2006).

At Scissett Middle School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy is supplementary to the Equality and Diversity policy, which reinforces our determination to create a fully inclusive learning community which values all members and promotes tolerance and understanding. None of our practices will result in individuals feeling alienated or degraded; instead we will celebrate differences and ensure that all members of our community feel valued and supported.

## **2. Strategic Priorities**

- Ensuring that all individuals have the opportunity to achieve their potential
- To recruit, retain and develop staff according to their skills
- To ensure that all learners have equal access to opportunities within school and outside
- To raise achievement across all groups and narrow the gap in attainment between groups
- Raising aspirations across all groups
- Delivering a curriculum that makes learning more personalised and more effective
- Implementing effective monitoring and tracking procedures which identify and deal with pupils at risk of underachievement
- Ensuring that learning and teaching are fully focused on raising achievement regardless of the background of learners
- Ensuring that all learners, regardless of their ability, have physical access to the building and equality of access to the curriculum

Natasha Greenough  
Head teacher

September 2016

## Disability Equality Action Plan.

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
To gather and monitor data on disabled pupils and their attainment on entry and exit from school	To make full and effective use of 'p-scale'/ teacher assessment/FFT/ RAISE on line to evaluate pupil attainment. Identify actions that can be implemented to improve the attainment levels of disabled pupils.	To make full and effective use of 'p-scale'/ teacher assessment /FFT/RAISE on line to evaluate pupil attainment.  Publish data on disabled pupil attainment levels as part of three year review of Disability Equality Scheme and report against actions set in 2013/14	To make full and effective use of 'p-scale'/ FFT/ teacher assessment /RAISE on line assessment to evaluate pupil attainment.	SENCO/DEPUTY HEADTEACHER/ ASSISTANT HEADTEACHER  HEADTEACHER
Undertake an audit of all existing staff inviting any staff who consider that they have become disabled to submit a self-classification form.	Ensure all staff are identified and the risk is assessed	On- going monitoring	On-going monitoring	HEADTEACHER
Encourage all appointees (who have not done so at the recruitment stage) to indicate at induction whether or not they consider themselves to be disabled.	To add section to induction programme	On-going monitoring	On-going monitoring	HEADTEACHER/ CHAIR OF GOVERNORS
Continue to monitor the reasons for rejection of disabled applicants.	To create monitoring system	On- going monitoring	On-going monitoring	HEADTEACHER/ CHAIR OF GOVERNORS
Interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities.	100% compliance	100% compliance	100% compliance	HEADTEACHER/ CHAIR OF GOVERNORS/ SELECTION PANEL
Ensure that at least once a year disabled employees are offered the opportunity of a meeting with the Headteacher to discuss needs for adjustments and their development.	Ensure there are up to date risk assessments	On- going monitoring	On-going monitoring	HEADTEACHER/SLT
Make every effort when employees become disabled, to make sure they stay in employment.	To identify areas of need through P.M & make reasonable adjustments	On- going monitoring	On- going monitoring	HEADTEACHER/ SLT

Take action to ensure that all staff develop the appropriate level of disability awareness	INSET training – all staff	Monitor training plan	Monitor training plan	HEADTEACHER/ SENCO
Ensure that disabled pupils are supported to achieve through the provision of support (mentors/ teaching assistants) and appropriate resources	To make full use of Additional needs handbook /IEPs /Care Plans. To revise termly	To monitor & make amends where necessary	To monitor & make amends where necessary  Evacuation Plans	HEADTEACHER/ SENCO/SLT
Ensure that disabled pupils can access the facilities and support they require	To audit facilities & amend as appropriate	On- going monitoring	On- going monitoring	HEADTEACHER/ SENCO/ SITE MANAGER
Ensure that disabled children know how to be healthy	To involve pupils in Healthy Eating Initiative /school council	On- going monitoring	On- going monitoring	HEADTEACHER/ SENCO/PSHCE LEAD  SCHOOL COUNCIL & NAMED DISABLED PUPILS
Ensure that disabled children are not victims of bullying or harassment	Record and report with racial incidents reporting incidents of disabled harassment	Record and report racial incidents. Reporting of incidents of disabled harassment	Record and report racial incidents. Report incidents of disabled harassment	HEADTACHER/ SENCO/PASTORAL LEAD/SLT All staff
Ensure that disabled children are not victims of bullying or harassment - cont	Review harassment/bullying policy to make explicit reference to harassment on the grounds of disability and a policy of zero tolerance regarding disability discrimination.	Record and report racial incidents. Reporting of incidents of disable harassment	Record and report racial incidents. Report incidents of disabled harassment	HEADTACHER/ SENCO/PASTORAL LEAD/SLT ALL STAFF
Ensure that positive attitudes towards disabled people are promoted.	To promote in assemblies PHSCE & through school ethos & vision	Review and update	Review and update	HEADTEACHER/ SENCO/SLT/SUBJECT LEADERS/ALL STAFF
Ensure that disabled pupils' voices are heard.	To involve pupils in school council To ensure disable pupils are involved in pupil	To involve pupils in school council To ensure disable pupils are involved in pupil	To involve pupils in school council To ensure disable pupils are involved in pupil	HEADTEACHER/SLT SCHOOL COUNCIL

	consultation meetings	consultation meetings	consultation meetings	
Ensure that parents of disabled children are supported to access information about their child's progress at school	To continue to comply with the COP IEP's pupil Progress monitoring, parents evenings	On-going monitoring	On-going monitoring	HEADTEACHER/SLT CLASS TEACHERS
Ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate in school bodies.	Undertake an audit of all existing governors inviting any governors who consider that they have become disabled to submit a self-classification form.	On –going monitoring	On –going monitoring	CHAIR OF GOVERNORS/ HEADTEACHER
Ensure that disabled pupils can participate in extra curricular activities	To continue to strengthen the schools inclusive policy for all children to participate in extra-curricular activities	On –going monitoring	On –going monitoring	HEADTEACHER/ SENCO/ALL STAFF
Ensure that disabled pupils can participate in school trips and visits.	To continue to have an all inclusive policy for all children to participate in school trips and visits	On –going monitoring	On –going monitoring	HEADTEACHER/ SENCO/ALL STAFF
Monitor and improve the accessibility of the school site to all users.	Complete an accessibility review (eg: to include the use of signage, navigability, parking provision, ramps and hand rails, quiet visitors' areas, entrances and exits, disabled lift) and implement and changes / improvements deemed necessary). Look at cost of purchasing resources to increase accessibility for site users).	On –going monitoring	On –going monitoring	HEADTEACHER/SITE MANAGER/H&S GOVERNOR

### Gender Equality Action Plan.

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
To reduce the attainment gap between boys and girls.	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	HEADTEACHER/ DEPUTY HEADTEACHER/ SUBJECT LEADERS
To ensure that the profile of school staff reflects that of the wider community.				HEADTEACHER/ SLT
Ensure that all children know how to be healthy	All pupils are aware on the Healthy Eating Initiative through Assemblies PHSCE F&T Healthy eating Award Mark (Gold) To review eating patterns of pupils	To monitor & review eating patterns of pupils	To monitor & review eating patterns of pupils	HEADTEACHER/ SLT/PSHCE LEAD  KITCHEN STAFF
Ensure that children are not victims of bullying or harassment	Engage in Barnardos' Positive Identity Programme to promote awareness in PHSE	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual update against Gender Equality Action Plan	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual update against Gender Equality Action Plan to Governors	HEADTEACHER/ SLT/PASTORAL LEAD ALL STAFF
Ensure that positive attitudes towards men and women are promoted and stereotypes are challenged.	Ensure learning resources promote gender equality.	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/PSHCE LEAD
Ensure that all pupils' voices are heard.	To build upon existing channels of consultation school council random questionnaire's	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/PSHCE LEAD
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	To make full use of existing reporting systems & evaluate outcomes. To make necessary adjustments if required for	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT

	parents to access information			
Ensure that the governing body of the school reflects that of the wider community	To meet statutory duties for election to the governing body through Equal Opportunities & DDA	On –going monitoring	On –going monitoring	HEADTEACHER/ CHAIR OF GOVERNORS
Ensure that all pupils can participate in extra curricular activities and that through extra curricular activities gender stereotypes are challenged.	To continue to strengthen the schools inclusive policy for all children to participate in extra curricular activities To implement monitoring systems	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/ HOY/ SUBJECT LEADERS
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	To continue to strengthen the schools inclusive policy for all children to participate in school trips and activities	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/ HOY/ SUBJECT LEADERS