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|  | BICESTER LEARNING ACADEMY TRUST <u>SINGLE EQUALITY POLICY</u> <u>including</u> <u>SCHOOL ACCESSIBILITY POLICY & PLAN</u> | | | Written by: A Wallace - SENDCo (GFPS) & I Tweed – Associate Assistant Headteacher (TCS) |
| | Applicable to: ALL STAFF & STUDENTS/PUPILS | <u>Accountable</u> Officers: <u>Headteachers:-</u> B J Baxter (TCS) I Elkington (GFPS) | <u>Date</u> Adopted: Autumn Term 2017 | <u>Date To Be</u> Reviewed: Autumn Term 2018 (Annually) |

Bicester Learning Academy (BLA) is a Multi Academy Trust. It is a company limited by guarantee, registered in England and Wales with registered company number 09053713 and its registered address at Churchill Road, Bicester, Oxon, OX26 4RS.

SINGLE EQUALITY POLICY

This single policy replaces separate policies on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. Most importantly it details the Bicester Learning Academy Trust schools' (BLAT) policy on the day-to-day practices and interactions with the whole school community. It reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the government in December 2011 and March 2012.

Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Introduction

The Public Sector Equality Duty means that schools must adopt a proactive approach to equality. In practice, this requires the BLAT schools to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact
- Make changes to ensure that any areas of potential inequality are eliminated.

The Public Sector Equality Duty encompasses General and Specific duties in promoting equality across the full range of protected characteristics, namely:

- **Age**
- **Disability**
- **Gender reassignment**
- **Race**
- **Religion and belief**
- **Sex**
- **Sexual orientation**

Part One

Aims of the Policy

The primary aim of the Bicester Learning Academy Trust schools is to enable all pupils/students to take part as fully as possible in every part of school life by developing their self-confidence, recognising their strengths and encouraging them to achieve their full potential.

This means:

- The BLAT schools will take reasonable and necessary steps to meet pupils'/students' needs by using a variety of approaches and reasonable adjustments for disabled pupils/students, to enable them to fully participate in school life;
- The BLAT schools are committed to ensuring staff with a disability have equality of opportunity;
- The BLAT schools will expect positive attitudes towards pupils/students and staff and everyone to treat others with dignity and respect;
- The BLAT schools will regularly consider the ways in which the teaching and the curriculum provision will support high standards of attainment, promote common values, and help pupils/students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping;
- The BLAT schools will monitor the progress and achievement of pupils/students by the relevant and appropriate protected characteristics. This information will help the schools to ensure that individual pupils/students are achieving their potential, the schools are being inclusive in practice, and trends are identified;
- The BLAT schools will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity;
- Staff will ensure the curriculum is accessible to all pupils/students with special educational needs and disabilities (SEND) or those for whom English is not their first language. Staff will ensure equality of opportunity in extra-curricular activities and residential visits, and the school(s) will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic;
- The BLAT schools expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

Meeting our Duties

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it

Race Equality

The general duty to promote race equality means that the schools must have due regard to:

1. Eliminate racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

All racist incidents will be recorded using the appropriate behaviour form and shared with Headteacher. This information will be recorded in the Headteachers' reports which are shared with the BLA Directors and Local Governing Body Members.

Disability Equality

The general duty to promote disability equality means that the schools have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils/students and accessibility which means the schools must plan strategically over time to:

1. Make improvements to the physical environment of the schools to increase access
2. Increase access to the curriculum
3. Make written information accessible to pupils/students in a range of different ways

The BLAT schools must ensure that disabled pupils/students do not receive less favourable treatment and to do this the schools have a duty to make reasonable adjustments.

See Appendix A - Accessibility Policy and Action plan for further information about this.

Gender Equality

The general duty to promote gender equality means that the schools must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, and boys and girls

Collecting and Analysing Equality Information for Pupil/students

The Bicester Learning Academy Trust schools are inclusive schools. The schools use the curriculum and teaching to enhance the self-esteem of all those they serve and to provide a learning environment in which each individual is encouraged to fulfil their potential.

The BLAT schools will collect and analyse the following equality information on pupils/students and store the information on their Management Information Systems (MIS):

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racial behaviour

Actions required as a result of this analysis are prioritised in the School Development Plan which is reviewed termly and new priorities identified annually.

Collecting and Analysing Equality Information for Employment and Governance

The BLAT schools are committed to provide a working environment free from discrimination, victimisation and harassment. It aims to recruit an appropriately qualified workforce and Governing Board (s) that is/are representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of the schools and local population.

The BLAT schools will and analyse the following information for the staff and Board of Directors:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff Appraisal

Actions required as a result of this analysis are prioritised in the action plan. See Appendix Two.

The BLAT is mindful of laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information about each school's Single Equality Policy, the schools recognise that care must be taken when sharing or publishing statistics, data or information to ensure that this cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by the Headteacher or Deputy Headteacher and a synopsis passed to a working party as required.

Consultation

This Single Equality Policy was developed initially within a Working Party group of SENDCo representatives from Bicester Learning in Partnership (BLiP), which involved consultation with pupils/students staff, governors, parents and the wider schools' communities in its creation.

This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this policy and Action Plan.

Equality Impact Assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the need of the staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

The BLAT will undertake assessment to identify the impact or effect (either positive or negative) of school policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified the schools will then take steps to deal with this and to ensure equality of service to all.

A list of all policies has been created and the BLAT undertake an ongoing programme of impact assessment for all policies and procedures.

Other School Policies

The BLAT have used existing School policies to inform the Single Equality Policy. These include:

- Accessibility Policy and Plan
- Anti-Bullying Policy
- Positive Behaviour Policy
- School Development Plans
- Special Educational Needs and Disability Policy (SEND)
- Teaching and Learning Policy

Roles and Responsibilities

The Board of Directors are responsible for:

- Ensuring that the school complies with equality-related legislation;
- Ensuring that the policy and its procedures are implemented by the Headteachers;
- Ensuring all other school policies promote equality;
- Giving due regard to the Public Sector Equality Duty when making decisions.

Each Headteacher is responsible for:

- Implementing the policy and its related procedures;
- Making all staff in their school aware of their responsibilities and providing training as appropriate to enable them to effectively deliver this policy;
- Taking appropriate action in any case of actual or potential discrimination;
- Ensuring that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff;
- Ensure that all staff and pupils/students are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff are responsible for:

- Enacting this policy, its commitments and procedures, and their responsibilities associated with this policy;

- Dealing with bullying and discriminatory incidents, and knowing how to identify and challenge prejudice and stereotyping;
- Promoting equality and good relations and not discriminating on any grounds;
- Attending such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation;
- To be models of equal opportunities through their words and actions.

All pupils/students are responsible for:

- Refraining from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

All visitors must be aware of The Single Equality Policy which is available in the staff Mini Handbook and comply with; the school's Single Equality Policy and refrain from engaging in discriminatory behaviour when on school premises.

Commissioning and Procurement

Bicester Learning Academy Trust schools, as required by law, will ensure that when they buy services from another organisation to help provide services that the organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising this Policy

The Single Equality Policy will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff induction
- Distribution to local community and users of the school premises as appropriate

Annual review of progress

The BLAT will continue to review annually the actions that have been taken to develop the Single Equality Policy which include:

- The result of our equality information monitoring for race, disability and gender and how this information has informed the School Development Plan;
- An update of the progress made against priorities identified in the School Development Plan and Action Plan;
- An evaluation of the impact of progress made and measures taken ;
- Producing an Annual report with regard to all aspects of race, disability and gender with the Single Equality Policy through the Resources Committee.

Appendix A
Key

Single Equality Policy Action Plan


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|-----------------------|--------------------------------|
| R = Race | SO = Sexual Orientation |
| D = Disability | A = Age |
| G = Gender | RB = Religion or Belief |

| R | D | G | SO | A | RB | Priority | Actions | Lead Responsibility | Timescale | Expected Outcomes |
|---|---|---|----|---|----|--|---|------------------------------------|---|--|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | To make all staff aware of Single Equality Policy and raise awareness of their responsibilities | <ul style="list-style-type: none"> Put link on School website to policy Regular agenda item at staff meetings and SLT meetings | Headteacher | Termly | For all staff to know their statutory responsibilities in relation to Equalities. |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | To review all policies on a rolling programme to ensure they meet the requirements of the Equalities Act 2010 | <ul style="list-style-type: none"> Maintain a whole school list of statutory and non-statutory policies with review dates Audit equality and impact of policies | Headteacher | Ongoing | For policies to meet requirements of Equalities Act 2010 and due regard be given to equality when monitoring them. |
| ✓ | ✓ | ✓ | | | ✓ | To raise awareness amongst the whole school community of other beliefs and religions from within our local community | <ul style="list-style-type: none"> Invite members of different faiths to lead assemblies Where appropriate for children to visit different places of worship Assemblies targeted at racial and cultural diversity other than their own | Headteacher & SLT | Termly linked to Assembly themes | <p>For pupils/students to have a broader understanding of the different faiths and cultures that exist within the local community.</p> <p>For pupils/students to enhance their understanding of respect for others' beliefs.</p> |
| R | D | G | SO | A | RB | | | | | |
| | ✓ | | | | | To promote positive attitudes to disability | <ul style="list-style-type: none"> Assembly plans consider the 'It's Okay to be Different' theme Include cross curricular work when links with National/International | Headteacher and Deputy Headteacher | Ongoing and annually linked through Assembly themes | <p>For pupil's/student's thinking about what a disability is to be challenged.</p> <p>For pupils/students to understand how life is the same and different for somebody with a disability.</p> |

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| | | | | | | | | events occur, e.g. Paralympic Games. | | | |
| | | | | | | | | <ul style="list-style-type: none"> Regular staff training through SSCO for Inclusion PE workshops | | | |
| ✓ | ✓ | ✓ | | | | | <p>To identify trends in attainment and progress across the school</p> <p>To narrow any gap in attainment between specific groups and their peers</p> | <ul style="list-style-type: none"> Attainment data to be analysed x 3 a year to identify gaps and trends in progress. Action planning identified through the School Development Plan to take steps to close the gap. | Headteacher & SLT | Ongoing | <p>For any gap between specific groups and their peers to be narrowed so they are not disadvantaged.</p> <p>For actions to be planned and evaluated for impact where gaps have been found.</p> |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | To promote a celebration of diversity in celebration with British Values | <ul style="list-style-type: none"> Anti - Bullying Ambassador in each school Anti-Bullying week Assemblies/Gatherings PSHE/School Council to promote love of diversity | Anti- Bullying Ambassador in each school SLT | Ongoing | For students to show their tolerance and celebration of diversity. |

Key

| | |
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| R = Race | SO = Sexual Orientation |
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|  | BICESTER LEARNING ACADEMY TRUST <u>SCHOOL ACCESSIBILITY POLICY & PLAN</u> | | | Written By: A Wallace - SENDCo (GFPS) I Tweed – Associate Assistant Headteacher (TCS) |
| | Applicable to: ALL STAFF & STUDENTS/PUPILS | Accountable Officers: Headteachers:- B J Baxter (TCS) I Elkington (GFPS) | Date Adopted: Autumn Term 2017 | Date To Be Reviewed: Autumn Term 2018 (Annually) |

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Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Staff, Directors and Governors have had three key duties towards disabled pupils/students, under Part 4 of the DDA:

- Not to treat disabled pupils/students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils/students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils/students.

This plan sets out the proposals of the Directors and Governors of the school to increase access to education for disabled pupils/students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils/students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils/students can take advantage of education and associated services

- Improving the delivery to disabled pupils/students of information which is provided in writing for pupils/students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Bicester Learning Academy Trust (BLAT) Directors Governors to the principles of inclusive education and the responsibilities of the school team of staff and Directors to ensure that all pupils/students, staff, parents, Directors Governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. All BLAT schools will provide teaching which meets statutory requirements. The schools have regard to the new Code of Practice 2014 when meeting pupils/students Special Educational Needs and Disabilities, and makes their policy known to parents. Provision determined in Education Health Care Plans (EHCP) is made for those pupils/students who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils/students in the same way; rather it involves taking account of pupils/students varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

The BLAT schools have high ambitions for all its pupils/students; we expect pupils/students with a disability to participate and achieve in every aspect of school life. As such, we are committed to:

- Setting suitable learning challenges
- Responding to pupils/students diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils/students.

The BLAT schools promote the individuality of all our pupils/students, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our pupils/students to feel welcome; we celebrate differences between them. We want to give all of our pupils/students every opportunity to achieve the highest of standards. We do this by taking account of their varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils/students; their achievements, attitudes and well-being matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils/students, or groups of pupils/students. This means that equality of opportunity must be a reality for all.

Context

Information about the building and its accessibility – stairs, toilets, classroom size.

At BLAT schools we make reasonable adjustments for pupils/students that require this. This includes actions to address physical impairments, e.g. annual training for Epipens and learning impairments, e.g. Intervention groups (see SEN Information report on schools' websites for further information).

We have a long history of teaching pupils/students with a wide range of Special Educational Needs and, without exception, disabled pupils/students have been fully included in all aspects of school life. The progress of disabled pupils/students is methodically tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access.

There is full access to all ground floor parts of the physical environment for pupils/students. Adaptations can be made to timings, playtimes, lunchtimes, school trips and after school clubs to meet the needs of pupils/students with specific learning or impairment needs. At The Cooper School adjustments are made to ensure that such students are only allocated to ground floor classrooms. Attendance of all pupils/students with additional needs is monitored and where issues of illnesses are a particular feature of their disability the necessary adaptations to the school day are made.

Information from pupil/student data and school audits

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of ‘substantial and long term’.

Like most schools, we have children of all backgrounds, needs and abilities with specific, on-going impairments, including:

- Asthma
- Autistic spectrum
- Allergies
- Physical disability
- Hearing impairment

Views of those consulted during the development of the plan

Articles 12 and 13 UN Convention of the Rights of the Child:

“Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them.”

At the BLAT schools we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils/students, staff, Governors and Directors and takes into account their views and aspirations. Further, we collect information from previous education settings, so that we are prepared for pupils/students when they arrive in school, and we liaise with parents and professionals involved with the pupils/students to ensure we provide the right care for their needs.

Action plan

The following pages contain our current (2015-2019) planned actions around three broad aims. Notes in *italics* are ongoing actions, included here for information for parents/carers, and to act as prompts in the review process for staff, Governors and Directors.

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| Policy/Procedure Title | Single Equality Policy including School Accessibility Policy & Plan |
| Issue Date to Committee | Autumn Term 2017 |
| Author (Name/Department) | I Tweed, Associate Assistant Headteacher (TCS) A Wallace, SENDCo (GFPS) |
| Approved by Directors | Autumn Term 2017 |
| Review Date – Annually | Autumn Term 2018 |

Aim 1: To increase the extent to which disabled pupils/students can participate in the school curriculum.

It is a core value of the BLAT schools that all pupils/students are enabled to participate fully in the broader life of their school. Consequently, all pupils/students have always been encouraged to attend age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils/students, and prospective pupils/students, with a disability.

Teachers at the BLAT schools strive to plan and deliver outstanding lessons. Teachers' planning is highly differentiated to take account of the individual and group needs of all pupils/students, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

It is the role of the Special Educational Needs Co-ordinator (SENDCo) to line manage and deploy Teaching Assistants. The SENDCo coordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENDCo also coordinates advice given by outside agencies and ensures its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

| Target | Actions | Timescale | Responsibility | Success Criteria |
|--|--|--------------------------|-------------------------------|---|
| To identify all pupils/students who may need additional or different provision | <ul style="list-style-type: none"> • Liaise with nursery providers, Early Years Special Needs Intervention Teacher (EYSENIT) and parents about needs of children in Reception. • Liaise with previous schools for all other pupil/student admissions | Annually | EYFS lead teacher and SENDCo | Transition arrangements are set up before a September start. |
| To increase skills and confidence of all staff in differentiating the curriculum | <ul style="list-style-type: none"> • Regular staff meetings to focus on areas of CPD related to SEN categories. • Opportunities for TA professional development | Annually and as required | SENDCo and SLT | Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support pupils'/students' needs. Increased pupil participation in lessons. |
| To identify trends in attainment and progress across the school | <ul style="list-style-type: none"> • Attainment data to be analysed x 3 a year to identify gaps and trends in progress. • Action planning identified through the School | x 3 a year | Headteacher and SENDCo SLT | For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way. |

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| To narrow any gap in attainment between specific groups and their peers | <ul style="list-style-type: none"> Development Plan to take steps to close the gap. Overview and Scrutiny meeting to target areas for development within each class (Glory Farm Primary School) At TCS Secondary school SLT Meeting to focus on underachieving groups | | SLT Class teachers Secondary school SLT | For actions to be planned and evaluated for impact where gaps have been found. Action |
| To promote positive attitudes to disability | <ul style="list-style-type: none"> Assembly plans consider the "It's Okay to be Different" theme Include cross curricular work when links with National/International events occur, e.g. Paralympic Games. | Ongoing and annually linked through assembly themes | Headteacher and SLT | For pupils'/students' thinking about what a disability is to be challenged. For pupils'/students to understand how life is the same and different for somebody with a disability. |
| To review PE curriculum to ensure PE accessible to all | <ul style="list-style-type: none"> Teachers to co-teach with Sports Coach (GFPS) To implement advice from specialist services such as Physiotherapist, Occupational Therapist for pupils/students with physical needs | From April 2015 | Headteacher PE Co-ordinator Head of PE | For all pupils/students to have equal access to PE For all pupils/students to be given the opportunity to excel at PE |
| To raise attainment and narrow any gap that may exist | <ul style="list-style-type: none"> Monitor attainment of all pupils/students with SEN during Overview and Scrutiny meetings and regular liaison with parents (Primary school) To monitor attainment of all groups of students during weekly Inclusion meetings at (Secondary School) | Termly | Classteachers SLT SENDCo HLTAs | Progress made towards EHCP targets Assessment shows clear steps and progress made |
| To raise awareness of disability issues, including harassment | <ul style="list-style-type: none"> Review curriculum changes, including whole school PSHE and assembly themes | Termly | Classteachers SLT SENDCo HLTA's PSHE Co-ordinator | For long term plans and topic plans to include reference to disability related harassment where appropriate and celebration of diversity. |

Aim 2: To improve access to the physical environment

At the BLAT schools we have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's/student's/student's needs are known. Where necessary we will seek further advice from Occupational Therapist or other health professionals.

The ground floor of the schools is fully accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

| Target | Actions | Timescale | Responsibility | Success Criteria |
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| To ensure that the physical environment remains attractive and engaging for all | <ul style="list-style-type: none"> The school will take account of the needs of pupils/students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements. Consideration may include; improved access, lighting, acoustics, colour schemes, accessible facilities and fittings | On going | Headteacher Senior Operations Manager SENDCo | To ensure that the school meets its statutory responsibilities and meets the needs of all staff, pupils/students and visitors to the school. |
| To ensure that the school environment is visually stimulating for pupils/students | <ul style="list-style-type: none"> Colourful, interactive displays in the classroom. Displays to be focussed on what it means to be a learner and how pupils/students can develop their learning | On going | Class teachers | Monitoring and observation shows learning environment to be good or better. Learning Walks to focus on continued development of pupils/students as learners. |
| To ensure that access needs of pupils/students, staff, governors, directors, parents and visitors with disabilities | <ul style="list-style-type: none"> To create access plans for individual disabilities as required Be aware of staff, governors' directors' and parents' access needs and meet as appropriate Through question and discussions, find out the access needs of parents. | As required Induction process for new staff Admission forms for new pupils/students | Headteacher SENDCo Senior Operations Manager | The access needs of pupils/students, staff and the wider school community are met. |

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| To ensure that pupils/students with medical needs are fully supported and additional needs are met | <ul style="list-style-type: none"> To update Epipen training annually with the School Health Nurse To write an Individual Healthcare Plan for pupils/students with additional medical needs To provide administering of medication training for all qualified first aiders Implement updated Medical Needs Policy which includes how to deal with Asthma – Autumn 2016 | Annually | Headteacher SENDCo First Aid Co-ordinator School Nurse | All necessary staff receive the training |
| All pupils/students/staff and visitors with mobility issues can be safely evacuated | <ul style="list-style-type: none"> All personal emergency plans (PEEPs) are in place and up to date, and that staff are aware | Annually | Headteacher SENDCo Senior Operations Manager | All fire drills are successful and everyone is evacuated efficiently. |
| For pupils/students with medical needs to be fully supported in the school environment | <ul style="list-style-type: none"> To review Medical Needs Policy To ensure that school procedures are updated to include any changes to the policy. For updates and information to be shared with staff at staff/TA briefings and meetings. | Annually | SENDCo First Aid Co-ordinator School Nurse Directors | BLA Supporting Pupils/Students Medical Needs Policy. |
| To consider wider physical environment in which teaching and learning takes place e.g. Bicester Leisure Centre | <ul style="list-style-type: none"> To check accessibility at venues such as Bicester Leisure Centre Practice run at venues or school trips (especially residential). | On-going | Headteachers, SLT Senior Operations Manager | For due consideration to be given to appropriate physical access to different buildings that the schools may use. |
| To ensure all educational visits to be accessible to all | <ul style="list-style-type: none"> Through risk assessment and planning ensure that pre-visits take place to check appropriateness of access | As required | Class teachers Headteacher Educational Visits Co-ordinator | MA1 forms for residential visits and risk benefit assessments to be completed for all school visits. All pupils/students in school able to access all educational visits and take part in a range of activities. |

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| To ensure informed decisions are made with regard to accessibility | <ul style="list-style-type: none"> For Health and Safety audits to be carried out with additional consideration of accessibility. For the Directors to consider awareness of Disability Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new Directors/Governors | | Headteachers, SLT, Governors and Directors | Future Health and Safety audits to inform Accessibility Policy and Plans. |
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Aim 3: To improve communication between school and pupils/students, parents/carers

We share information with pupils/students who face barriers to learning in a variety of ways, such as; face to face discussion, simplified and modified language, symbols on work, pictorial explanation of work.

We want to include actions to engage even more parents. Currently, we share information with parents in ways including letters and newsletters, school website and Twitter.

In planning to make written information better available to disabled pupils/students, we again need to establish the current level of need and be able to respond to changes in the range of need.

| Target | Actions | Timescale | Responsibility | Success Criteria |
|---|--|---|----------------------------------|--|
| For all pupils/students to feel confident to fully disclosed information with regard to their disabilities | <ul style="list-style-type: none"> To assure pupils/students, staff and parents of confidentiality when disclosing information To ensure all disclosures about disabilities are handled sensitively through circle times, assemblies, and themed weeks within the new curriculum | From Autumn Term 2015 | Headteacher PSHE Co-ordinator | <p>For pupils/students to answer positively when answering School Councils' pupil questionnaires.</p> <p>For the new curriculum to be fully embedded and long term plans to evidence themed weeks.</p> |
| Pupils/students: All pupils/students and staff are fully aware of the definition of disability and examples | <ul style="list-style-type: none"> Assembly plans consider the "It's Okay to be Different theme" Include cross curricular work when links with National/International events occur, e.g. Paralympic Games. | Ongoing and annually linked through assembly themes | Headteacher PSHE Co-ordinator | <p>For pupils'/students' thinking about what a disability is to be challenged.</p> <p>For pupil/students to understand how life is the same and different for somebody with a disability.</p> |

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| <p>Pupils/students: For regular reviews of children with SEN to be as accessible as possible</p> | <ul style="list-style-type: none"> For parents of SEN children to be asked for feedback about Pupil Profile forms at SEN reviews | | SENDCo | For parents of SEN children to feel more informed and involved in the review process. |
| <p>Parents: To engage more parents in school life</p> | <ul style="list-style-type: none"> Home School Link Worker to offer hour long parents sessions on different aspects of parenting Parents to be invited into end of topic celebrations and gatherings (Primary Schools) The secondary school is exploring different ways of engaging parents (not merely relying on attendance at PCE). Parents in early years and KS1 invited to workshops to aid their understanding (phonics, numeracy). | Ongoing | HSLW Class teacher SLT Parents | For targeted parents to attend Home School Link Worker sessions. For parents to attend curriculum work sharing afternoons with their children. |
| <p>Parents: To improve accessibility of communications in forms other than writing</p> | <ul style="list-style-type: none"> Identify parents with difficulties with written and spoken communication via parents evenings and SEN reviews Communicate findings with teachers and ensure that phone conversations takes place or face to face conversations re: homework and letters Identify a key person for these parents who they can ask about any school events or details | Ongoing | Headteacher/SENDCo | To identify parents with additional needs and ensure that they are engaging fully with their son/daughter's development and wider life within the school community |