aspire inspire respect nurture

A vibrant, happy learning community for all of us

Learning in Harmony Trust

Greenways Primary School

EQUALITY INFORMATION AND OBJECTIVES AND ACCESSIBILITY PLAN

Introduction

Greenways Primary School and Nursery seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We welcome our duties under the Equality Act 2010 as a provider of education. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We are committed to creating a community that recognises and celebrates differences within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, volunteers, governors and parents/carers. This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

This document also complies with our funding agreement and articles of association.

Aims

At Greenways we aim to meet our obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
    1. Age
    2. Disability

3. Gender reassignment
4. Marriage or civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Our school also aims to promote respect for difference and diversity in accordance with our values: Aspire, Inspire, Respect and Nurture.

The Roles and Responsibilities within our School Community

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Our Head of School and Executive Headteacher will:

- Provide proactive leadership to create a community that recognises and celebrates differences within a culture of respect and cooperation.
- Ensure that staff, parents/carers, pupils, governors, volunteers, visitors and contractors are engaged in the development of and informed about the Equality Policy.
- Oversee the effective implementation of the policy and promote knowledge and understanding of the equality objectives among staff and pupils.
- Ensure staff have access to training which helps to implement the policy and allocate appropriate responsibilities.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Provide opportunities and mechanisms for the sharing of best practice.
- Monitor the policy and the success in achieving the objectives and report to the Local Governing Body at least annually on the effectiveness and success of the policy and publish this information.
- Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying cases and racist incidents.
- Ensure that the school carries out its statutory duties effectively.
- Ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it.
- Ensure that due regard is given to equality considerations when significant decisions are made, for example when a school trip is being planned to ensure that it doesn't cut across any religious holidays and is accessible to pupils with disabilities.

Our Local Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School.
- Ensure that the school complies with legislation and that this policy and its related procedures and action plans are implemented, checking on progress and assessing the impact on staff, learners, parents and the community.
- Ensure that the published equality information is updated at least every two years, and that the objectives are reviewed and updated at least every 4 years
- Ensure that the objectives arising from the policy are part of the School Evaluation and Development Plan.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Receive and discuss regular equality reports on progress and performance, monitoring the achievement of the equality targets.
- Check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief.
- Engage with parents and partner agencies about the policy.

Our Senior Leadership Team will:

- Support the Head of School and Executive Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Provide effective leadership in the dissemination of information relating to the policy and equality, inclusion and community cohesion.
- With the Head of School and Executive Headteacher, provide advice/support in dealing with any incidents/issues of discrimination, harassment or victimisation.
- Support the Head of School and Executive Headteacher in identifying any staff training needs, and deliver training as necessary

Our pupils will:

- Understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the policy by treating others kindly and fairly without prejudice, discrimination or harassment.
- Attending and engaging in their own learning as well as helping other pupils to learn.
- Telling staff about any prejudiced related incidents which may occur.

Our parents/carers will:

- Have access to the policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the implementation of this policy.
- Be informed of any incident related to this policy which could directly affect their child.
- Follow the school policy through their own behaviour.
- Ensure their children attend school and engage in their learning.
- Tell staff about any prejudice related incidents that occur.

Our school staff will:

- Provide strong role models for pupils through their own actions.
- Be involved in the development of the policy and be fully aware of the Equality Policy and how it relates to them.
- Understand that this is a whole school issue and support the Equality Policy making known any queries or training requirements to the senior leadership team.
- Promote an inclusive and collaborative ethos in their classrooms through maintaining the highest expectations of success for all pupils.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

Publishing Equality Objectives

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. **All learners are of equal value**. We see all pupils, potential pupils, their parents and carers and staff as of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background, whatever their sexual orientation.
2. **We recognise, respect and value differences and understand that diversity is a strength.** We recognise that treating people equally does not necessarily involve treating them all the same. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to any protected characteristics. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other. We intend that our policies, procedures and activities should promote positive attitudes and interaction between groups and communities and that we promote an absence of harassment, victimisation and discrimination in relation to any protected characteristics. At Greenways we expect everyone to treat others with dignity and respect.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children and families.** We expect that all pupils can make strong progress and achieve to their highest potential, and support families to achieve the same.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
8. **We use the curriculum to educate pupils about differences.** We promote awareness of the rights of individuals and develop the skills of participation and responsible action, encouraging pupils to challenge prejudice and stereotyping.
9. **We consult and involve others to ensure views are heard**. We engage with groups and individuals who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of the views expressed by pupils; for parents, through our parent opportunities and surveys and for staff, through staff surveys. Where necessary, we will consult more widely with specific groups.
10. **We aim to foster strong community links.** We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.
11. **We base our practices on sound evidence.** We maintain and publish information to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. We have developed and published specific and measurable objectives every two years based on the evidence which we have gathered and the engagement we have been involved in. We set ourselves new objectives every two years, but keep them under review and report annually on progress towards achieving them.

Promoting Equality: Curriculum
What we are doing to advance equality of opportunity within the curriculum

The curriculum offered at Greenways encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. Equality and diversity is embedded in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore differences in relation to race/ethnicity, religion/belief, gender, disability. We achieve this by:

- Ensuring equality of access for all pupils to a broad, balanced, deep and challenging curriculum, removing barriers to participation where necessary.
- Making children feel valued and good about themselves through the curriculum.
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this, we promote partnership work with our families to ensure that the background and experiences of pupils and families enhance experiences for all children.
- Prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum which promote the spiritual, moral, social and cultural development of our pupils. For example, as part of teaching and learning in English/reading, pupils are introduced to literature from a range of cultures.
- Embedding our PSHE and RSE curriculum to ensure that our children grow up with the skills, knowledge and understanding they need to live their lives safely both on and offline. Our children

are taught to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.
- Regularly consider the ways in which the curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- Regularly consider the ways in which our teaching and the curriculum will support high standards of attainment, promote common values, and help pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials, ensuring that the use of images and materials positively reflect a range of cultures, identities and lifestyles.
- Promoting opportunities in the curriculum to explore concepts and issues related to identity and equality.
- Ensuring the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services are provided for them, where reasonable adjustments are required. By planning ahead, staff ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school monitors the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- Throughout the year, the school plans events e.g. assemblies to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, gender equality, developing community cohesion and an understanding of the effects of discrimination. We also ensure we celebrate a wide range of festivals.

Promoting Equality: The ethos and culture of the school
What we are doing to embed equality throughout the community of our school

- At Greenways we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- We aim to promote a feeling of openness and tolerance which welcomes everyone to the school through our open door policy.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities).
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities.
- Pupils' views are actively encouraged and respected.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Achievement
What we are doing to advance equality of opportunity between different groups

There is a consistently high expectation for all pupils across our school. We know the needs of our school population well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions process. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slower progress in acquiring age-appropriate English and Maths skills. We recognise that:

- All adults in the school are expected to provide strong, positive role models in their approach to all issues relating to equality of opportunity.
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement. We have robust systems embedded throughout the school focused on pupil groupings and we publish and analyse the outcomes reached by different groups of pupils. We also collect, analyse and use data in relation to attendance and suspensions of different groups. We avoid language that runs the risk of placing a

ceiling on any pupils' achievement or that seeks to define their potential as learners, such as 'less able'.
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All parents are actively encouraged to engage fully with their child's own learning.
- Our Accessibility Plan plays an intrinsic role in increasing the extent to which pupils with a disability can participate in the curriculum; improving the physical environment and; improving the availability of accessible information to disabled pupils.

Promoting Equality: Countering and Challenging Harassment and Bullying
What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of the protected characteristics.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. We ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- The Head of School and Executive Headteacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- The school counters and challenges all types of discriminatory behaviour and this is made clear to all staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents which is reported to governors. We make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying). Training is provided to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of bullying.

Promoting Equality: Staff Recruitment and Professional Development
What we are doing to advance equality of opportunity for those working in our school

- All posts are advertised formally and open to the widest pool of applicants following all safer recruitment procedures.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Access to opportunities for high quality professional development is monitored on equality grounds.
- Equalities policy and practice is covered in all staff and volunteer inductions.
- All staff and governors are aware of their obligations under the Equality Act 2010 and the school ensures it complies with non-discrimination provisions.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and other prohibited conduct and the impact of policies are kept under regular review.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community
What we are doing to foster good relations

At Greenways we aim to ensure strong partnerships with parents/carers and the wider community. We:
- Welcome the diversity of family lifestyles and work with all families within our community.
- Prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum which promote the spiritual, moral, social and cultural development of our pupils.

- Provide opportunities for pupils and their families to appreciate their own culture and celebrate the diversity of other cultures through the curriculum and collective worship opportunities.
- Include the contribution of different cultures to world history and promote positive images of people.
- Provide opportunities for pupils and parents to listen to a range of opinions and empathise with different experiences.
- Offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- Arrange a wide variety of events to ensure that all families may become involved in the life of the school if they wish.
- Publish information about events and meetings in a variety of ways (e.g. electronically, written and verbal), to ensure that all parents have information about, and access to, the meetings.
- Maintain good channels of communication to ensure parents' views are captured to inform practice.
- Encourage members of the local community to join in school activities and celebrations.
- Work with our local community, including inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- Hold assemblies dealing with relevant issues.
- Ensure that the parents/carers of newly arrived pupils e.g. EAL or pupils with disabilities are made to feel welcome.

Other ways we address equality issues

- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.
- We ensure we have due regard to equality considerations whenever significant decisions are made and always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, we consider whether the trip: Cuts across any religious holidays and is accessible to pupils with disabilities.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Support Plans.

Implementation, Monitoring and Reviewing

We regularly monitor and evaluate the implementation of our Equality Policy and Objectives. We report annually on our progress and performance. The findings of our annual review will be used to update the Equality Objectives and inform subsequent Single Equality Schemes. As part of the monitoring and evaluation procedure, we will monitor:

- The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement.
- The exclusion and other aspects of the behaviour management system by protected characteristics.
- The quality of teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all.
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society For example ensuring that pupils have a basic knowledge of other cultures, e.g. food, religion, dress, language, including other cultures not represented in the school. Furthermore, pupil's awareness of cultural practices and religious differences are part of the life of the school, e.g. curriculum, assemblies, religious festivals, clothing etc.

- The staffs' alertness to all possibilities for bringing cross-cultural perspectives into the learning experience, encouraging children to bring their cultural experiences into school and share them with others.
- The protected characteristic composition of the school's staff and governors, with the aim of presenting positive role models and reflecting the diversity in wider society.
- Incidents of racist and homophobic behaviour and the way the school handles and reports them.
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious, historical, ethnic and/or linguistic heritages to ensure that we have positive attitudes and expectations of all pupils, whatever their racial group
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils.
- Effectiveness of staff training and associated policy implementation.

Equality Objectives

At Greenways we have a committed approach to diversity, equity and inclusion, whereby all pupils', staff and governors are supported to feel psychological safety whilst at our school. We will take the required steps to identify all areas of diversity within our school and ensure that there is an equitable approach that leads to a sense of belonging for all. At Greenways, through our analysis and scrutiny of our work we have identified four objectives of this duty in order to further support pupils, raise standards and ensure further inclusive teaching:

Objective 1: To actively raise levels of attainment in core subjects for vulnerable learners through high quality intervention so that all pupils reach their full potential.

Objective 2: To monitor and promote the involvement of all groups of children in the extra-curricular and residential life of the school.

Objective 3: To actively raise levels of attendance for vulnerable learners through establishing strong working relationships with parents, the school and external agencies.

Objective 4: To increase the uptake of parents attending curriculum workshops and community events across the academic year.

ACCESSIBILITY POLICY AND PLAN

Introduction

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Greenways we are committed to working together to provide an exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We celebrate our achievements, talents and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010 and we are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010. Our Accessibility Plan will be reported upon in respect of progress and outcomes and provides a projected plan for the next three years. The plan is made available online on our school website, and paper copies are available upon request. Our complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long- term health conditions such as asthma, diabetes, epilepsy and cancer.
Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. At Greenways, we work with families and available partnerships to make reasonable adjustments to support pupils with a range of disabilities. Decisions are taken on an individual basis with due regard for a child's needs. This document complies with our Trust's funding agreement and articles of association.

Aims

The aims and purpose of our Accessibility Plan are:

- **Increase access to the curriculum for pupils with a disability, medical condition or other access needs.** This includes 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- **Improve, and maintain access to, the physical environment of the school increasing the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.** This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- **Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.** Examples might include adaptations to 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 timeframe.

At Greenways we are committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. At Greenways staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The plan shows how access is to be improved for pupils, staff and visitors with a disability, within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. Our Accessibility Plan is available online on our school website and paper copies are available upon request.

Current Best Practice

The access needs of any prospective pupil with a diagnosed or undiagnosed, but suspected disability is gathered in early communications with parents and carers of children who are new to school by the Pupil Admissions Officer. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

- **Curriculum -** Through planning for individual needs, we provide an inclusive approach for all pupils across the curriculum. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments so that all pupils receive an exciting, challenging and personalised curriculum. Curriculum adjustment is met

through good teaching and learning experiences through differentiation and further small group or 1:1 learning opportunities which may be introduced to enhance children's needs.

- **Physical Environment -** There are no areas of the school to which pupils with disabilities have limited or no access; there is wheelchair access and a disabled toilet. Pupils with a disability participate in extra-curricular activities which are available for all pupils within the school and reasonable adjustments are made, in partnership with parents and outside agencies to ensure full involvement in all curriculum activities both within and outside of school. Pupils' needs are met and enhanced by staff awareness and our strong staff development programme.
- **Information -** Different forms of communication are made available as needs are identified to enable all pupils with a disability to express their views and to hear the views of others. All classrooms utilise visual timetables to minimise stress and anxiety for all pupils and to prepare them for the days learning. Information is modified in several ways for example using larger font size, coloured paper, coloured overlay sheets and sensory exercises and learning breaks. Access to information is also provided in a range of different formats available for parents and staff as needed. The school holds a register of employees with a disability and has made reasonable adjustments to support their working life in collaboration with the individuals concerned. The school seeks to actively involve employees with a disability in reviewing information on the effects of our school policies and practices on the recruitment, development and retention of staff.

Access Audit

The Accessibility Plan for physical accessibility relates to the Access Audit of the school. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward to subsequent plans.
The school is housed in two two storey buildings. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby. The school does not have any dedicated visitor parking. Visitors to the school use public car parking facilities, however suitable arrangements for visitors with a disability are made when appropriate. There are disabled toilet facilities available in our building. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required. Our Health and Safety Policy lays down the basic procedures for the safe, efficient evaluation of our school building. These procedures are adapted to meet the specific needs of an individual. Such procedures are discussed with pupils and parents and where needed an individual plan is identified for the pupil, member of staff or visitor to the school.

Management, Coordination and Implementation and Review

We consult with other professionals and services when new situations arise regarding pupils with disabilities and all advice is actioned promoting an inclusive environment where all pupils can thrive. We also make links with other schools to share best practice through regular network meetings and other communications as needed.

Action Plan

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained learning support assistants and access arrangements in place for statutory testing.

Targets	Strategies	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into our EYFS classes.	Identify pupils who may need adapted or additional provision.	Reception Teaching Team	Provision set in place ready for when the child/ren start in EYFS.
To implement a programme of home visits for all new admissions to our school, including in year admissions and EYFS children.	Identify pupils who may need adapted or additional provision.	Reception Teaching Team Class teachers Pupil Admissions Officer	Provision set in place ready for when the child/ren start at Greenways.
To liaise with educational establishments to prepare for the intake of new children who transfer within a year.	Identify pupils who may need adapted or additional provision.	Pupil Admissions Officer SENCO Inclusion Manager	Provision set in place ready for when the child/ren start at Greenways.
To review policies to ensure that they reflect inclusive practice and procedure.	Comply with the Equality Act 2010.	Senior Leadership Team	All policies clearly reflect inclusive practice and procedure.
To establish and maintain close liaison with parents.	Ensure collaboration and information sharing between school and families.	Senior Leadership Team All teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	Ensure collaboration between all key personnel.	Pastoral Team All teaching staff Outside agencies	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews.
Implement a professional development programme on Adaptive Teaching Strategies which trains teaching staff on scaffolding, high-quality teaching techniques, and multi-sensory lessons.	Ensure all staff implement adaptive teaching strategies consistently across all provision.	Head of School Assistant Headteacher All teaching staff	Pupils with a disability make strong rates of progress across the curriculum. All staff feel confident to provide appropriate support for all children, including those with disabilities.

To ensure a range of diversity books being used with a focus on those with a range of disabilities.	Audit the representation of people with disabilities in books, along with the learning environment and teaching materials.	Reading Subject Leader	Inclusion of positive images of people with disabilities accessing aspirational careers and activities.
Implement whole-school use of visual timetables and clear structured routines.	Review the whole school timetable for structured routines and transitions.	Deputy Headteacher	Visual timetables are implemented within all classrooms and the school timetable promotes clear structured routines for all pupils.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Senior Leadership Team Teaching staff Extra-curricular club providers Educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made.
All interventions and provision maps are reviewed effectively by teachers and leaders so that all pupils can make strong progress.	Audit of interventions, success and impact implemented by the Inclusion Team. Provision mapping to be used across all phases effectively.	Pastoral Team All teaching staff	Pupils with a disability make strong rates of progress across the curriculum.
Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN and SEMH.	Assistant Headteacher to organise and deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Assistant Headteacher	Pupils with a disability make strong rates of progress across the curriculum. All staff feel confident to provide appropriate support for all children, including those with disabilities.
Provide and maintain auxiliary aids like text-to-speech software, screen magnifiers, or speech-to-text tools. Ensure children with EHC plans have a broad and balanced curriculum	Implement technology audits and ensure appropriate resources are provided for pupils.	SENCO IT Leader	Pupils with a disability make strong rates of progress across the curriculum. All staff feel confident to provide appropriate support for all children, including those with disabilities.
All classrooms are optimally organised to promote the participation and independence of pupils.	Ensure layout of furniture and equipment supports the	All teaching staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.

	learning process in all classrooms.		

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Responsibilities	Success Criteria
Enhance the physical school environment.	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Senior Leadership Team Premises Team	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that communication in print around the school is supported in helping children's understanding and visual recognition. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Senior Leadership Team Teaching staff Premises Team	Inclusive practice and procedure for all pupils.
First Aiders accreditation renewed.	Specialised First Aiders for a range of difficulties e.g. paediatric etc.	School Business Manager	All staff are trained first aiders.
Review all sensory spaces across the school - Designate and equip a quiet "safe space" or sensory room where children with neurodivergent needs can go to self-regulate.	Create sensory spaces within all classrooms and ensure that all staff are confident within their use. Review the sensory spaces across the school and implement an effective timetable for their use.	SENCO Inclusion Manager	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Senior Leadership Team All teaching staff Admin Team	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
Review documentation on the website to check accessibility for parents with English as an Additional Language.	Review formats publicised on the school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	IT Leader Senior Leadership Team	All school information available for all with school information published on the school website and updated regularly accessible for EAL adults.
Ensure that SEND Annual Reviews and parent meeting information is accessible as much as possible.	Child friendly targets are included within all paperwork and offers of external support for parents to attend meetings is provided. Access to translators/interpreters is also offered if possible.	SENCO Inclusion Manager	All parents are able to access key information regarding the development of their child.