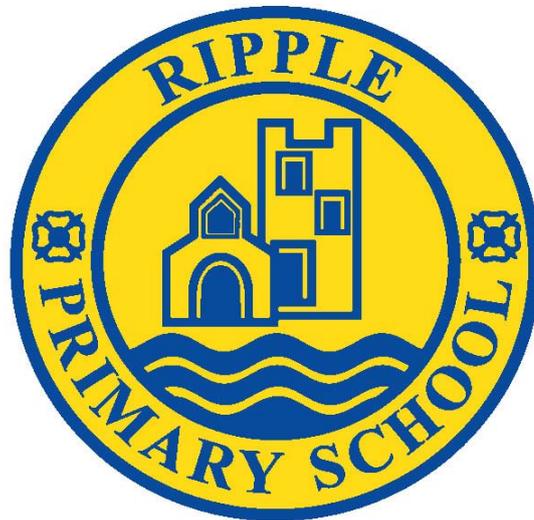




RIPPLE PRIMARY SCHOOL



ACCESSIBILITY PLAN (MAY 2014 – 2017)

Draft

Ripple Primary School



Accessibility Plan (May 2014 – 2017)

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This Accessibility plan should be read in conjunction with the following policies.

- Teaching & Learning
- Inclusion
- Health Safety
- Safeguarding

MISSION STATEMENT



At Ripple Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

We celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.

1. Equality at Ripple Primary School

Ripple Primary is a large five form entry, multicultural, community-based school, in which all stakeholders are encouraged to achieve their best. The ethos of our school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim to meet the needs of all, by taking account of gender, ethnicity, culture, religion, language, age, sexual orientation, ability, disability and social circumstances.

All staff and governors are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in society.

We believe that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of everyone. It is our aim to engender a fair, tolerant and mutually-respecting community, which not only celebrates its own diversity but empowers members to grow and learn from the strengths and expertise shared within it.

Our policy is based on three key principles of inclusion.

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

The school is opposed to all forms of prejudice and bullying which stand in the way of fulfilling their legal duties.

In upholding this vision, the school follows Local Authority/Human Resources guidance on how all prejudice-related incidents should be identified, assessed, recorded and dealt with.

2. Statement of Equality

At Ripple Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ripple Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. Context of School

Ripple Primary School was formed following the amalgamation of Ripple Infant School and Ripple Junior School. It further expanded in 2010 to include the Westbury site.

Ripple Primary is a larger than average school that serves a diverse community. The majority of pupils are White British, while others come from a range of minority ethnic groups, especially Black African, Black Caribbean, Asian and other White background. The percentage of pupils for whom English is an additional language or who are known to be eligible for free school meals is above the national average.

4. Mainstreaming Equality into Policy and Practice

4.1 Attainment and progress

- Our aim is to ensure all pupils achieve standards at the highest levels. Pupil achievement is monitored by formal and informal procedures. It is analysed rigorously.
- Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.
- The school will ensure that assessment is free of gender, cultural and social bias. Baseline assessments are used appropriately for all pupils.
- All children are encouraged to take responsibility for their own learning through regular reflections on their progress.

- Progress meetings are carried out on a termly basis to identify the progress that all children are making.
- Progress reports to parents are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue.
- All forms of achievement are recognised and valued.
- The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour, which is racist, sexist, or potentially damaging to any group, will not be tolerated.
- There is a high expectation of all pupils with regard to behaviour and attendance.
- All forms of harassment, including racism and sexism are recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies.
- Pupils, staff and parents are aware of procedures in place should incidents of harassment arise. All staff operate consistent systems of rewards and discipline.
- The school works in partnership with parents and the community to tackle specific incidents of harassment to develop positive attitudes to difference.
- Staff members receive training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all children.
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- Pupils are encouraged to become independent and to take responsibility for their own behaviour.

4.3 Admissions, attendance and exclusion

- Ripple Primary follows the LA's admissions policy for all pupils, including those of Nursery age. Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.
- Exclusions and attendance are monitored by gender, ethnicity, special educational need and background. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs and diet is included on all admission forms.

4.4 Teaching and learning

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and take any actions necessary;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Adults in our school ensure that all learning areas provide an inclusive environment in which children know that all contributions are valued.
- Teaching is responsive to pupils' different learning needs in order to engage all pupils.
- Teaching styles include collaborative and co-operative learning so all children appreciate the value of working together. All children are encouraged to question, discuss and collaborate in problem solving tasks.

5. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Ripple Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

5.1 Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLRs) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all;
- Annual Child Protection and Whistle-blowing Training for all staff and Governors.

The Governors of Ripple Primary follow Local Authority/Human Resources guidance on all aspects of conduct, including how all prejudice-related incidents should be identified, assessed, recorded and dealt with.

6. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Acts (2006 and 2010). The action plan at the end of this Equality Plan outlines the actions Ripple Primary will take to meet the general duties detailed below.

6a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

6b. Disability

This section should be read in conjunction with the school's Inclusion Policy <T:\Staff Resources\Policies\Inclusion Policy 2013.docx> and Accessibility Plan.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality
- Review and revise this Scheme every three years.

6c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women (including on grounds of pregnancy and/or maternity arrangements).

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

6d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

7. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers.

8. Roles and Responsibilities

8.1 The Role of Governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils. The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability. The governing body ensures that no child is discriminated against whilst in our school on account of their background, race, gender or disability.

8.2 The Role of the Headteacher

It is the Headteacher's role to implement the school's Equality Plan and he is supported by the governing body in doing so. It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations. Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities. The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

8.3 The Role of all Staff: Teaching and Non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan. All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

9. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The Governors of Ripple Primary follow Local Authority/Human Resources guidance on all aspects of conduct, including how all prejudice-related incidents should be identified, assessed, recorded and dealt with.

10. Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we

regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

11. Publishing the Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish (this) Equality Plan on the school website;
- Raise awareness of the plan through the school newsletter, staff meetings and other communications;
- Make sure hard copies are available;
- Help those who request help with translating it.

Equality strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Present Equality Plan to Governors	Governors will have ownership of this plan and it will be reported annually thereafter.	Headteacher	Present to governors	Approved Governing Body minutes will note that this has taken place.
All	Publish and promote the Accessibility Plan through the school website, newsletter and staff meetings.	Question parent awareness of Equality Scheme in annual survey. Annual training to include awareness.	Headteacher		Staff are familiar with the principles of the Accessibility Plan and use them when planning lessons, creating class room displays. Parents are aware of the Accessibility Plan.
All	Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Learning Support co-ordinator / Assessment co-ordinator / Headteacher / Governing body	Annually in HT's report to Governors	Analysis of teacher assessments in progress meetings/ annual data demonstrates the gap is narrowing for equality groups.
All	Recognise and represent the talents of all groups of children within the school disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability Pupil premium policy.	G&T co-ordinator / Headteacher / Governing body		Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE / School Council.	All staff	Ongoing	More diversity reflected in school displays across all year groups.

All	Ensure all pupils continue to be given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council.	School Council by election or co-option), class assemblies, fund raising etc. School council representation monitored by race, gender, disability	School Council lead teachers	Ongoing	More diversity in school council membership.
Race Equality Duty	Continue to identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting in HT's report to Governors	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body.
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Headteacher / Governing Body	Monitoring of applications by disability to see if material was effective	More applications from disabled candidates to be School Governors.