



Annual equality and accessibility plan

Contributing to equality

Every individual within our School has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, our School will actively promote policies and procedures aimed at realising the full potential of every individual and maximise resources to ensure that opportunities are open to all.

The school will apply equality within all aspects of our operation, which include:

- staff recruitment, staff promotion, staff training and staff pay
- pupil admissions and attendance
- pupil behaviour, discipline and exclusions
- the curriculum, teaching and learning and classroom practice
- pupil attainment and progress
- pupil personal development and pastoral care
- membership of the local governing body
- partnerships with parents and communities

The school will consider the needs of all individuals and our duty towards the 'protected characteristics': age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion/belief, sex and sexual orientation.

To meet our duty, we will:

- adopt the trust's equality policy and publish it on our website
- contribute towards delivering the trust's equality objectives
- produce an accessibility plan and publish it on our website
- complete an equality impact assessment to consider the implications of any decisions that may harm individuals on the grounds of the 'protected characteristics' identified above
- support the trust to complete an annual equalities statement by providing monitoring data to it – thereby demonstrating that the school is meeting its equality duty

Equality objectives

The school will contribute towards the trust's equality objectives through the delivery of our priorities.

Primary phase:

% of disadvantaged pupils at Star schools achieving a good level of development at the end of the early years foundation stage to be in the top 5% of schools in the country

% of disadvantaged pupils at Star schools meeting the 'required standard' in the Year 1 phonics screening check to be in the top 5% of schools in the country

% of disadvantaged pupils at Star schools achieving the 'expected standard' in reading, writing and mathematics (combined) at the end of key stage 2 to be in the top 5% of schools in the country





% of disadvantaged pupils at Star schools achieving the 'higher standard' in reading, writing and mathematics (combined) at the end of key stage 2 to be in the top 5% of schools in the country

Accessibility plan

Our accessibility plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas:

- increasing the extent to which disabled pupils can participate in the School curriculum
- improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services
- improving the availability of accessible information to disabled pupils

The preparation of the accessibility plan has been informed by analyses of data within the school and its premises. It is a requirement that the accessibility plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
To ensure that the accessibility plan becomes an annual agenda item at FGB meetings	Clerk to Governors to add to list for LGB meetings	N/A	December 2023	Adherence to legislation
To ensure that all policies consider the implications of disability access	Star	n/a	On-going	Policies reflect current legislation
Continue to ensure that all areas of the school buildings and grounds are accessible for all children and adults	HT	Cost of maintenance	On-going	Lift is in good working order Disabled toilets are accessible Changing facilities meet welfare requirements
Continue to provide disabled parking for parents and pupil drop offs	Site manager	n/a	Annually	Parents aware and use this facility safely and in accordance school policy
Ensure all disabled pupils can be safely evacuated <ul style="list-style-type: none"> - Put in place personal emergency evacuation plan (PEEP) for all pupils with difficulties - Develop a system to ensure all staff are aware of their responsibilities Ensure that the EVAC chairs are annually serviced and fit for purpose	HT / Business Manager	£500 – training	Sept 2023 and on-going	All disabled pupils and staff working alongside are safe in the event of a fire Evac. Chair and plans are in place Key members of staff are trained in use of Evac. Chair
To ensure that all children using a wheel chair can access outdoor play	HT/ Business Manager /	£2000 – sports funding	January 2024	Further increased accessibility for all





<ul style="list-style-type: none"> - Assess suitability of outdoor provision for wheel chair users. - Make plans to improve this if necessary <p>Purchase disability play equipment</p>	SENDCO			our pupils regardless of disability to an all rounded education and development
To continue to train support staff to enable them to meet the needs of children with a range of SEND	SENDCo	In-house training sessions Support from Bradford Local Authority	Ongoing	TAs are able to enable all children to access the curriculum
To ensure that all children are able to access all out of school activities, e.g. clubs, trips, Residentials etc Review out of school provision to ensure compliance with legislation	HT	N/A	Ongoing	All providers of out of school education will comply with legislation to ensure that the needs of all children are met. All trips are accessible for all children
To provide specialist equipment to promote participation in learning by all pupils. Assess the needs of the children in each class and provide equipment as needed e.g. radio aids, appropriate seating, coloured paper, overlays, magnifiers, headphones, writing slopes etc	SENDco	£500	Reviewed termly by SENDco	Children will develop independent learning skills
To meet the needs of individuals during statutory end of KS2 tests Children will be assessed in accordance with regular classroom practice and additional time, use of amanuensis etc. will be applied for as needed	DHT Yr 6 Teacher HT		Annually	Barriers to learning will be reduced or removed enabling children to achieve their full potential
Challenge stereotyping of gender roles in society <ul style="list-style-type: none"> - Teaching needs to be interesting and motivating to both genders <p>Circle time, PSHCE and assemblies to celebrate successful men and women, different roles, occupations and introduce children to the idea of different types of relationships – same sex etc</p>	SLT and All staff	Assembly and PSHCE teaching materials	On-going	Children will have a wider knowledge of stereotyping
Equal opportunities in the curriculum for boy/girl	SLT and Teachers and TAs	Teaching materials to	On-going	Boys and girls enjoy learning. They





participation Teachers taking into consideration the resources and materials they use in activities		promote equality		find the curriculum and activities motivating and exciting.
To ensure that all parents and other members of the school community can access information. Written information will be provided in alternative formats where necessary and reasonable	HT / Business Manager		As needed	Information is available in different languages via google translate if required and available on the school website.
To ensure that all parents are able to access parents evenings - Staff to hold parents evening by phone or send home written information Interpreters available to translate information for parents	HT/ Inclusion leader	£750 for translators	3x a year	Parents are informed of children progress

