

# EQUALITY PLAN - Mount Street Infants School

## Introduction and Context

Schools are required to review all equality objectives at least once every 4 years, to publish an Equality Plan every 4 years and to update their published information at least annually. In addition, schools must report **annually** on progress towards fulfilling objectives and collecting relevant information and must publish this information by 31<sup>st</sup> March. Previous Equality plans covered the periods 2012-2016 and 2016-2020 with the next Plan covering the period 2021-2025.

The purpose of Equality Objectives and Equality Plans are to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities and to demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The Plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their Equality Plan, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, anti-bullying, positive behaviour management, improving attainment, pupil voice, Powys' Mental Health and Emotional Wellbeing Policy, Welsh Government framework and pupil support. Whilst building their own curriculum in line with the Curriculum for Wales Framework, schools should ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of engagement with pupils, parents/carers, staff, governors, external agencies and members of the wider school community. These combined objectives, together with issues arising from analysis of the school's data and context will form the basis of the equality objectives within the school's Equality Plan for the next four years.

**Should a school decide not to publish an equality objective covering each of the protected characteristics, it must publish robust and justifiable reasons why not.**

A reminder that schools are no longer required to prepare Disability Equality and Race Equality Schemes but the requirement to prepare an Accessibility Plan remains and can be included as an Appendix to the Equality Plan.

The requirement to record, monitor and report on all racial incidents remains the same. (Link accessible from the Hwb Network 'Addysg Powys Education' – under Files or via this link <https://forms.office.com/Pages/ResponsePage.aspx?id=4Z4dwLAOVEeZrgOuinMrUA8Vcz-48kdCj13bikUNFAhUMkc3WVQzWjNRVkg5N0NaVVBYNzY0OFIQTiQICN0PWcu>)

# Equality Plan 2021-2025

## *Mount Street Infants School*

Equality Plan agreed by Governors:

..... (Signed by Chair)

..... (Date)

Plan due for review: ..... (Date) (Every four years)

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## 1. Our Distinctive Character, Values, Priorities and Aims

### 1.1 School values at Mount Street Infants

At Mount Street Infants we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. 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 and progression of pupils will be monitored and we will use this information 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 Mount Street Infants, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### 1.2 Characteristics of our school

Mount Street Infants School is in Brecon, in Powys. There are currently 103 aged four to seven on roll, in five classes. One of these classes is a specialist centre for pupils with additional educational needs (ALN). Seven pupils from Brecon and the surrounding area attend this centre. 23% of pupils are eligible for free school meals which has risen in the past few years. The school identifies approximately 35 % of pupils as having additional learning needs, including those in the specialist centre. This is well above the national average. Approximately 16.5 % of pupils are learning English as an additional language. Around 19 % of pupils come from military service families and start or leave the school at different times during the year. Around 5 % of pupils identify as being from Gypsy Romany Traveller backgrounds.

### 1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this Plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual information to improve the ways in which we provide support to individuals and groups of pupils
- monitor progress and achievement information according to the various protected characteristics and action any gaps
- take account of the progress and 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 the various protected characteristics, without stereotyping
- promote attitudes, values and ethics 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 religions, values, and ethics in the Curriculum for Wales Framework
- seek to involve all parents / carers in supporting their child's education
- encourage classroom and staffroom discussion of equity and equality issues which reflect on social stereotypes, expectations, and the impact on learning
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

## 1.4 Setting our equality objectives (including pay objectives)

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Equality Plan (EP)** is to fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies.

In setting the equality objectives for the school, we will take due regard to the Equality Act general duty to:

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not.

**Our Equality Plan and Equality Objectives are set in the light of:**

- The local authority equality objectives identified in **Appendix 2**
- views expressed by stakeholders who have been involved in the development of the plan
- issues arising as a result of an analysis of pupil information / progress

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progression of all pupils.

Our school Equality Objectives are set out in **Section 5 (p.10) and Appendix 3**.

## 2. Responsibilities

### 2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this Plan and will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on the various protected characteristics.

The governing body will:

- seek to ensure that people are not discriminated against when applying for jobs at the school
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils
- ensures that no child is discriminated against whilst in the school

In order to meet its reporting responsibility, the governing body will report on the progress of the Equality Plan annually, as part of its Annual Report to Parents.

## 2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's Equality Plan, supported by the governing body in doing so:
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

## 2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents (link available within the Files section of the 'Addysg Powys Education' network on Hwb)
- supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents

## 3. Information Gathering and Engagement

### 3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

### 3.2 Types of information gathered

The wide range of information gathered to support planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's duty to secure accurate information relating to ethnicity and first language
- pupil attainment and progress information relating to different groups
- children and young people's views are actively sought and incorporated in a way that values their contribution
- information about how different groups access the school's curriculum and how they make choices between disciplines
- sports and activities choices of all groups
- uptake of enrichment activities by group
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data on the recruitment, development, and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

### 3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equality's duties. We consider the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country when required.

The views of stakeholders and other equalities related groups are genuinely considered when we set priorities.

Stakeholders	Collaboration and consultation through:
Pupils	School Eco Council Class discussions Listening to Learners
Parent	Questionnaires and comments Open Door' Policy Welcome meetings Summer Term in preparation for Autumn Term Parent consultations Direct contact with individual parents/carers verbally or written on IDP Discussions at IDP reviews/TAC meetings/ LAC meetings SCHOOPs requesting views/ideas from parents Equality Plan questionnaires Contact with parent governors
Staff	Daily contact/discussion



	Staff meetings SLT meetings Equality Plan questionnaires Learning walks
<b>Governors</b>	GB meetings Sub- committee meetings Regular contact with Governors Equality plan questionnaires
<b>Local Authority</b>	Annual review of school's performance with SIA officers Reports following visits by LA officers Accreditation visits e.g. Healthy Schools, ECO schools etc.
<b>Wider community</b>	Attendance at school events e.g. coffee mornings, concerts etc School visitors School visits Dementia awareness and visits to Day Centre
<b>Powys Local Health Board</b>	Contact with school nurse Regular contact with SaLT Regular contact with physiotherapists, occupational therapists Individual reports from health professionals eg SaLT, CAMHS, visually impaired service, hearing disability service etc.
<b>Other</b>	Comments from visiting groups e.g. theatres, assembly groups dance groups, Cricket Wales. Outside Agency Feedback and Collaborative Working forms used as evidence.

#### 4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible. Where impact assessments have been completed, they will influence change to review of the Equality Plan itself.

#### 5. Objectives and Action Plans

Our chosen Equality Objectives are

##### Equality Objective 1

Continue to ensure 'Equality of Opportunity' for all through regular updating of policies and procedure involving stakeholders.

##### Equality Objective 2

To develop the skill set of all staff to communicate effectively with the increasingly diverse range of learners at the school.

The school evaluates the effectiveness of its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

## 6. Publication and Reporting

The school provides a copy of its Equality Plan and action plans to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the Equality Plan and the values underpinning it.

The school reports annually on the progress made towards fulfilling its equality objectives and the impact of the Equality Plan itself on the school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to parents / carers.

All information collected will be used solely for the purpose of analysing trends by protected groups in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

## 7. Monitoring and Review

As part of our responsibility to monitor the Equality Plan, we commit to:

- revisiting and analysing the information and information used to identify priorities for the Equality Plan and action plans. This incorporates use of the overview of progress
- using the impact assessments to ensure that actions taken have a positive impact across all protected groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the Equality Plan informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders
- be evidence based - using information that the school has gathered and analysed
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our Equality Plan every four years.

**Mount Street Infants School**

**Equality Plan 2021-2025**

**Appendices**

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### Protected Characteristics under the Equality Act 2010

- Age\*
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

\* Schools do not have to consider the protected characteristic of **Age** when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

## Local Authority Equality Objectives

The Council has developed seven Equality Objectives, the first of which relates to education

### Objective 1 - Close attainment gaps in education

The *Is Wales Fairer?* report identified this as one of the seven key challenges that needs to be addressed in Wales over the next 5 years to help improve equality and human rights.

Powys County Council's engagement exercise gave very specific and detailed information in relation to each protected characteristic and each domain.

Disabled, older, transgender, Lesbian Gay and Bisexual (LGB) and Black and Minority Ethnic (BME) people are considered to have the worst education experiences. LGB and BME people reported significantly worse experiences of education than other respondents thought they would have. Comments highlighted issues with prejudice and access.

#### 1. Close the attainment gap by raising standards of children receiving free school meals, children with special educational needs and Gypsy Traveller children

##### Actions to fulfil this objective

- Support schools in improving the quality of teaching and learning through specific, bespoke menus of support
- Provide advice and guidance to schools on effective use of the Pupil Deprivation Grant to raise the performance of pupils eligible for free school meals
- Support schools in ensuring that Personal Education Plans for Looked After Children are of good quality, ensuring effective use of the CLA Pupil Deprivation Grant
- Roll out the Person Centred Planning approach to ensure pupils with special educational needs have appropriate targets for improvement
- Use of TYFU to record support and share information with parents / carers
- Monitor the performance of vulnerable groups, identifying any underperformance and signpost to good practice

##### Actions to fulfil this objective

- Review support for children and young people with emotional, social and mental health issues
- Develop and embed a whole-school approach for emotional and mental wellbeing as outlined in the Welsh Government's statutory Framework (2021) and Powys' Mental Health and Emotional Well-being Policy (2022). Include links to WG Framework and Powys Policy?

## Mount Street Infants School

**Equality Plan 2021-2025**  
**Equality Objectives and Action Plans**

<b>Equality Objective 1:</b> Continue to ensure 'Equality of Opportunity' for all through regular updating of policies and procedure involving stakeholders.					
<b>Our Research:</b> Stakeholder questionnaires, feedback from visitors, learning walks, governor visits, LA school visits, questionnaires					
<b>Information from Engagement and further data development</b>					
<ul style="list-style-type: none"> <li>▪ Continue to use stakeholder questionnaires and consultations</li> <li>▪ Act immediately upon any issues perceived as barriers to equality of opportunity</li> <li>▪ Engagement with wider community at various school events</li> <li>▪ Monitoring of visitors' comments in more formal manner particularly with regard to our inclusive ethos</li> </ul>					
<b>This objective will be judged to be successful if...</b>					
<ul style="list-style-type: none"> <li>➤ Annual review of vision and aims with clear focus on equality of opportunity for all</li> <li>➤ Consistent positive comments from visitors regarding our inclusive ethos</li> <li>➤ Learning walks clearly demonstrate whole school inclusive ethos with everyone being given maximum opportunity to succeed in all areas.</li> </ul>					
<b>Actions:</b>					
	<b>Description</b>	<b>Lead Responsibility</b>	<b>Resource Implications</b>	<b>Start date</b>	<b>Review date</b>
1.1	Annual review of school vision and aims to ensure they focus on equal opportunities for all.	SK		2022	Annual basis
1.2	Embed use of questionnaires/consultations relating to inclusivity and equal opportunity with a range of stakeholders to support EP and whole school improvement process.	SK SLT		2022	Annual basis
1.3	Direct parents to website for updates of policies through regular communication through schoop.	SK KD		2022	Annual basis
1.4	Ensure the school is ASD aware and update accreditation.	SK		2022	Annual basis
	Monitoring				

<b>Equality Objective 2</b> <b>Develop the skill set of all staff to communicate effectively with the increasingly diverse range of learners at the school</b>					
<b>Our Research:</b> <ul style="list-style-type: none"> <li>❖ Staff are reporting a significantly higher number of pupils arriving at school with both expressive and receptive language delay.</li> <li>❖ Many pupils in the SSC are non-verbal.</li> <li>❖ A high percentage of pupils have English as an additional language. Of these, a small proportion are new to English.</li> </ul> <p>The school has a strong inclusive ethos and this would improve all pupils ability to communicate with each other.</p>					
<b>Information from Engagement and further data development</b> <ul style="list-style-type: none"> <li>▪ Continue to use stakeholder questionnaires and consultations.</li> <li>▪ Demonstrate use of alternative forms of communication in events and monitor effectiveness.</li> <li>▪ Monitoring of visitors' comments in more formal manner particularly with regard to our approach to communication.</li> </ul>					
<b>This objective will be judged to be successful if...</b>					
<b>Actions:</b> <ul style="list-style-type: none"> <li>• All staff to have a basic knowledge of Makaton.</li> <li>• Key identified staff to have a more in-depth knowledge.</li> <li>• All staff to have an improved understanding of total communication</li> </ul>					
	<b>Description</b>	<b>Lead Responsibility</b>	<b>Resource Implications</b>	<b>Start date</b>	<b>Review date</b>
1.1	All staff to have an improved understanding of "total communication" and Makaton.	SK	Training funded by PDG	2022	Annual basis
1.2	Staff to use signing in whole school singing sessions	VH	No cost	2022	Annual basis
1.3	Empower parents and the wider community to communicate using signing.	VH	No Cost	2022	Annual basis
1.4	Ensure all visual signs used in school are consistent	SK	Makaton licence PDG	2022	Annual basis

## School Accessibility Plan

### Definition of Disability

A person is a disabled person if they have a physical and/or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### Purpose of the Plan

The purpose of this plan is to show how the schools intend, over time, to increase the accessibility of provision for all pupils, staff and visitors to the schools. The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the schools. This covers improvements to the physical environment of the schools and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the schools such as participation in school visits, after-school clubs or leisure and cultural activities. It also covers the provision of **special aids and equipment** which may assist pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the schools and school events. The information will be made available in the preferred format within a reasonable time.

### Where are we now?

Mount Street Infants has a School has a number of advantages which allow it to address many of the requirements of the Equality Act 2010. These include:

### Physical Environment

- The schools are built on a generally flat and level site.
- Appropriate glass panels in new doors.
- Adequate lighting in all areas. Matt finish on corridor walls.
- Carpet in many areas to reduce noise.



- Classroom furniture at appropriate height;
- Many play areas are accessible to wheelchair users.

### **Curriculum**

- All areas of curriculum are accessible to disabled pupils and all pupils partake in all activities (including TA support if necessary)
- All school visit sites are evaluated for possible visit by disabled pupils whenever necessary.
- Differentiated work is provided for those with additional learning needs or additional adult support make available.
- Members of staff are experienced in dealing with a range of disabilities, including medical and “hidden” disabilities.
- Members of staff are experienced in dealing with autistic, epileptic and diabetic (some staff only) children, and with children with severe allergies.
- A number of pupils are successfully integrated from the on-site specialist centre.
- TAs have access to quiet areas for low distraction work.
- Medicines are administered to disabled pupils when required e.g. ADHD medication.

### **Written Information**

- There is a long history of good communication with parents, with outside agencies and with the community as a whole – we believe that parents will regard the school staff as being approachable with any concerns regarding disabilities.
- When curriculum policies are reviewed access issues are considered.
- There are close links with outside agencies that can provide support and expertise e.g. Health Services, Occupational Therapists, Family Support Service, social services, educational psychologists, CAMHS.

### **Addressing Needs**

The schools are not complacent with regard to its responsibilities under the Equality Act 2010 and, following consultation with stakeholders and educational research have drawn up an accessibility plan. The plan is reviewed annually.

### The Physical Environment of the Schools – Issues to Address 2021-2025

Target	Action to be taken	Success criteria	Monitoring and evaluating	Staffing and resource implications	Start date	Review deadline
Ensure sufficient disabled parking spaces and appropriate marking.	To be confirmed with LA	Convenient parking for disabled drivers	Heads	LA/school share	TBC	July 2023
Improve access to the school <ul style="list-style-type: none"> <li>•ramp to front door</li> <li>•provision of a fully equipped staff disabled toilet</li> <li>•staffroom facilities accessible to all</li> <li>•ensure edges of steps are painted yellow</li> </ul>	Review budget and monitor the extent of the need	All physical improvements addressed	Heads	LA to support with assessment and costing	TBC	July 2023

### Access to the Curriculum – Issues to Address 2021-2025

Target	Action to be taken	Success criteria	Monitoring and evaluating	Staffing and resource implications	Start date	Review deadline
Ensure that all pupils are able to access out of school activities e.g. clubs, trips, residential visits, etc.	Review out of school provision to ensure compliance with legislation	All providers of out of school education comply with legislation to ensure that the needs of all pupils are met	Head and staff	Minimal	Ongoing	July 2023
Ensure ICT is appropriate for pupils with disabilities.	Review accessibility of ICT using specialist expertise if required Prioritise new software to purchase	Pupils with disabilities have access to appropriate ICT hardware and software	Head and staff	TBC	Ongoing	July 2023
Improve provision for pupils with severe visual and auditory impairment.	Information and training to be provided in different formats e.g. large print, audio,	Full curricular access for visually impaired and auditory impaired pupils	Head and staff	c.£500	Ongoing	July 2023
Ensure specialist equipment is provided to promote participation in learning by all pupils	Assess the needs of individual pupils and provide equipment as needed	Pupils will develop independent learning skills	Staff	Minimal	When required	July 2023
Review curriculum materials to ensure that they meet the needs of all pupils	All staff to be aware of the possible need to prepare material in alternative forms	Curriculum materials will be provided to meet the needs of all pupils	All staff	Minimal	Ongoing	July 2023
Review classroom practice to ensure that the needs of all pupils are met	All staff to review classroom practice	Classroom practice will be adjusted to meet the needs of all pupils	All staff	None	Ongoing	July 2023

### Delivery of Written Information – Issues to Address 2021-2025

Target	Action to be taken	Success criteria	Monitoring and evaluating	Staffing and resource implications	Start date	Review deadline
Ensure that all parents and other members of the school community can access information	Written information to be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	Head and staff	Minor	When required	July 2023
Ensure that parents who are unable to access parents' evenings are informed of their children's progress by alternative means	Staff to hold discussions by phone; written information to be provided for parents.	All parents are kept informed of their children's progress	Head and staff	Minor	When required	July 2023
Raise pupil awareness of issues of disability	Promote positive attitudes to individuals with disabilities both within the schools and the wider community by <ul style="list-style-type: none"> <li>• inclusion in PSE schemes of work</li> <li>• discussion at school assemblies</li> </ul>	Improved understanding amongst pupils	Head and staff	Planning check	Ongoing	July 2023

## Employment Issues 2021-2025

There are currently no disabled members of staff employed at the schools.

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/ resource implications	Start date	Review deadline
Ensure that disabled people have equal opportunities with regard to employment or voluntary work at Mount Street Infants	Adherence to statutory requirements re. short-listing, etc.	Statutory requirements met	Governing Body	NA	When required	July 2023