



Smithy Street Equality Policy and Accessibility Plan Mar 2019

Article 2: All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor.

Our Vision Statement about Equality

Smithy Street is a Rights Respecting School. We seek to foster a warm, welcoming and respectful environment, which allow us to question and challenge discrimination and inequality, resolve conflict peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and difference 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 cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our goals and values about equality:

- We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth irrespective of race, ethnicity, nationality, religion/belief, gender, sexual orientation, age, socio-economic background, appearance or home language;
- We believe all of us have the right to learn in a safe and secure environment and that any discrimination and inequality is tackled positively;
- We believe all of us should be able to experience success and achieve our full potential, knowing all of our efforts are valued;
- We believe all of the school community should show respect, empathy, tolerance and kindness towards each other;
- We believe the school environment should be accepting, peaceful and happy;
- We believe in inclusiveness and the pursuit of equal opportunities regardless of race, ethnicity, nationality, religion/belief, gender, sexual orientation, age, socio-economic background, appearance or home language;
- We aim to eliminate discrimination, harassment and victimisation;
- We will promote equality of access and opportunity within our school and within our wider community;
- We will promote positive attitudes to difference and treat all people with the same level of respect and acceptance.
- We are committed to giving all our pupils every opportunity to achieve the highest of standards.







Our School Vision Statement

At Smithy Street you will:

- Become a positive, creative thinker and resourceful problem solver.

- See yourself as a global citizen with a responsibility to help create a better future for yourself and others.
- Be adaptable and have the skills to be a successful life-long learner in an ever changing world.
- Be confident and able to challenge yourself to be the best that you can be.
- Understand your own emotions and show kindness, empathy and tolerance towards others.
- Be aware of your own cultural heritage and respect those of others.
- Belong to a caring community where everyone enjoys learning together and celebrating success.

At Smithy Street School we teach children our **Smithy Street values**:

Respect		Responsibility	
Collaboration		Honesty	
Positivity		Care	

1. Statement of Intent

- 1.1 This policy follows The Equality Act 2010 and DfE guidance (The Equality Act 2010 and Schools, May 2014). This policy was formulated in consultation with staff.

The policy outlines the commitment of the staff and governors of Smithy Street Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

These include:

- Pupils
- Teaching staff
- Support staff

- Parents/carers
- Governors
- Multi-agency staff linked to the staff
- Visitors to school
- Students on placement

1.2 We recognise that community members may belong to vulnerable groups including:

- disabled people and those who have special educational needs
- children and learners in specialist provision
- boys/men
- girls/women
- the highest and lowest attaining children and learners
- children and families for whom English is an additional language
- children and families from minority ethnic groups
- Gypsy, Roma and Traveller children and families
- people who are lesbian, gay and bisexual
- people who are transgender and/or are questioning their identity
- people with a caring role including young carers
- children and learners attending alternative provision
- children and learners with medical conditions
- children and learners with mental health conditions
- disadvantaged children and learners
- children looked after and care leavers
- children and learners of different religions and beliefs
- ex-offenders
- teenage mothers

This list is not exhaustive.

2. Current Profile of the School

Please see Appendix A for equalities data.

3. Linked Policies/Documents/Procedures

3.1 At Smithy Street, we will ensure that the school's commitment to equality permeates all key documents, policies and procedures including;

- Rights Respecting Schools Action Plan
- School Development Plans (which include equality objectives/actions)
- Statement on Pupil Premium Funding – use and impact
- School Aims and Values
- Stakeholder Views (surveys, pupil voice records, parent questionnaires and consultations records)
- Promoting British Values Statement
- Anti-Bullying Policy (incl. Dealing with Prejudice-Based Incidents and Bullying)
- Staff Code of Conduct
- Induction Policy
- Teaching and Learning Handbook
- New Arrivals Handbook
- Safeguarding Policy
- Curriculum Overview
- PSHCE Policy
- Pupil attainment and assessment;
- Pupils' personal development and pastoral care;
- Pupil Behaviour, Discipline and Exclusion
- Admissions and Attendance
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors

4. Responsibility for the Policy

4.1 In our school, all members of the school community have a responsibility towards supporting the equality agenda. Everyone is responsible for ensuring that the rights of every child at Smithy Street are equally respected and protected

Key responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality Policy is maintained and updated regularly;
- The school publishes equality information annually to provide a complete and clear picture of how the school has due regard to the need to eliminate discrimination and harassment, advance equality and foster good relations;
- Equality objectives are prepared and published at least every 4 years;

- Procedures and strategies related to the policy are implemented;
- The named Safeguarding Governor will have an overview, on behalf of the governing body, on all prejudice-based incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Management are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to incidents of discrimination and bullying.
- Monitoring the impact that our policies have on the attainment of pupils from different groups.
- School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, gender, sexual orientation, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

4.2 We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that

progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

4.3 As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions
- Incidents of racism, disability, sexist, gender identity and gender stereotyping incidents and all forms of bullying including homophobic, bi-phobic and transphobic bullying
- Parental involvement
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets, in order to make the necessary improvements.

5. Promoting Equality through the Curriculum & Learning and Teaching

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

Ensure quality of access for all pupils and prepare them for life in a diverse society;

Use materials that reflect a range of cultural backgrounds, without stereotyping;

Promote attitudes and values that will challenge discriminatory behaviour;

Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;

Provide opportunities for pupils to reflect on the commonality between humans, irrespective of difference;

Promote community cohesion;

Provide opportunities for pupils to learn about the importance of human rights/children's rights and how these rights are enshrined in international and UK law to protect us from discrimination and inequality;

Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;

Develop pupils' advocacy skills so that they can identify bias, challenge discrimination, leading to justice and equality;

Seek to involve all parents in supporting their child's education;

Provide educational visits and extra-curricular activities that involve all

pupil groupings;

Take account of the performance of all pupils when planning for future learning and setting challenging targets;

Make best use of all available resources to support the learning of all groups of pupils;

Identify resources that support staff development.

6 Learning Environment

6.1 There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure these desired outcomes we recognise:

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;

Adults in the school will provide positive role models in their approach to all issues relating to equality of opportunity;

The school should place a very high priority on the provision for special /additional educational needs and disability. We aim to meet all pupils' learning needs including the higher ability by carefully assessed and administered programmes of work (see Special Educational Needs & Disability- SEND- Policy);

The school must provide an environment in which all pupils have, where possible equal access to all facilities and resources;

All pupils are to be encouraged to participate actively in their own learning;

A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

School displays should reflect and celebrate diversity within the local community and wider society.

7. Curriculum

7.1 At Smithy Street, we aim to ensure that our:

Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.

Pupils will have opportunities to explore concepts and issues relating to identity and equality.

All steps are taken to ensure that all pupils, irrespective of cultural, linguistic and economic backgrounds have access to mainstream curriculum.

All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Teachers deliver SACRE's (Standing Advisory Council for Religious Education) Agreed Syllabus so that children have an understanding of and respect for a range of religions, beliefs and world views.

Teachers deliver effective PSHCE and Citizenship Education (including global citizenship) to ensure that pupils have an understanding of and respect for diversity with the school, local and global community.

8. Ethos and Atmosphere

8.1 At Smithy Street, 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;

8.2 There should be an 'openness' of atmosphere which welcomes everyone to the school;

8.3 The children are encouraged to greet visitors to the school with friendliness and respect. They are encouraged to challenge inequality and are given opportunities for 'pupil voice' in all matters which affect them;

8.4 The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are regularly monitored and updated (Two times per year)

8.5 Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities;

9 Resources and Materials

9.1 The provision of good quality resources and materials within school is a high priority. These resources should:

Reflect the reality of an ethnically, culturally and sexually diverse society;

Reflect a variety of viewpoints and life choices;

Show positive images of males, females and transgender people in society including people with disabilities;

Reflect non-stereotypical images of all groups in a global context;

Encourage all children to feel part of a wider British identity;

Include materials to raise awareness of equal opportunity issues;

Be equally accessible to all members of the school community (i.e displays at a range of heights)

Not include explicitly and implicitly racist, sexist, homophobic, bi-phobic and transphobic or ageist materials.

10. Language

10.1. We recognise that it is important that all members of the school community use appropriate language which:

Does not transmit or confirm stereotypes;

Does not transfer a personal view or prejudice (e.g. about religion or sexual orientation)

Creates and enhances positive images of particular groups identified at the beginning of this document;

Creates the conditions for all people to develop their self-esteem;

Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians;

Uses first language effectively for learning;

Accurately describes pupils' heritage (e.g. if a child is a British Citizen they should not be described as 'coming from India' but rather should be described as having Indian heritage.)

Challenges discriminatory behaviour, stereotypes and prejudice.

11. Extra-Curricular Provision

11.1 It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible. We will monitor participation in extra-curricular activities and take steps to ensure that all pupils are encouraged to join. Any potential barriers to participation will be identified and addressed. We ensure that all such non staff members who have contact with children adhere to these guidelines and are DBS checked and work within the school's policies and procedures.

12. Provision for Bilingual/Non English Speaking Pupils

12.1 We make appropriate provision for non-English speaking pupils and EAL/bilingual children to ensure access to the whole curriculum, including:

Traveller and Gypsy Roma children;

Those from refugee families.

13. Provision for disabled pupils

Our commitments in relation to disabled pupils are that:

- all our disabled pupils, including those with mental health issues, are able to participate fully in the life of our school, accessing the curriculum and school activities alongside their non-disabled peers;
- our school environment is accessible and welcoming to pupils with disabilities (see Appendix B for the School's Accessibility Plan);
- we are able to provide information in any format needed by an individual;
- our staff feel skilled to meet the needs of our disabled pupils;
- staff have high expectations for our disabled pupils;
- our disabled pupils reach their potential, in academic and extra-curricular activities;
- our disabled pupils enjoy their time at Smithy Street, making friends and feeling fully part of the school community.

14 Personal Development and Pastoral Guidance

14.1 Staff must take account of the experience, specific challenges and needs of all children regardless of race, ethnicity, nationality, religion/belief, gender, sexual orientation, age, socio-economic background, appearance or home language;

14.2 All pupils will be encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their race, ethnicity, nationality, religion/belief, gender, sexual orientation, age, socio-economic background, appearance or home language.

14.3 All pupils/staff/parents/carers will be given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;

14.4 Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;

14.5 Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

15. Staffing and Professional Development

15.1 We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a mixture of male and female staff.

15.2 We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development and resources, which will increase awareness of difference.

16. Staff Recruitment

16.1 Posts are advertised formally and open to the widest pool of applicants;

16.2 All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process;

16.3 Steps are taken to encourage people from all groups to apply for positions at all levels of the school;

16.4 Access to opportunities for professional development is monitored on equality grounds;

16.5 Equalities policies and practices are covered in staff inductions

16.6 Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

17. Harassment and Bullying

17.1 It is the duty of this school to challenge all types of discriminatory behaviour e.g.

Unwanted attentions (verbal or physical)

Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, religion or belief (incl. non-belief), sexual orientation, gender (or transgender).

17.2 All incidents will be recorded, and parents will be required to discuss any incidents/behaviour with a senior member of staff.

18. Partnerships with Parents/Carers and the Wider Community

18.1 We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

All parents/carers being encouraged to participate at all levels in the full life of the school;

Encouraging members of the local community to regularly join in school activities e.g. Christmas fair, Eid celebrations, international language evening etc;

The Smithy Street Context

SEND

3 % of our children (15 pupils) have a statement/EHC plan, and several more are undergoing statutory assessment

The most significant needs are Speech and Language difficulties and ASD.

There are 6 pupils on roll with a physical disability (5 hearing impairment, 1 Mobility)

FSM

18 % of the children in school are entitled to Free School Meals

Ethnicity

The biggest ethnic group is Bangladeshi

98.4% of pupils are from ethnic groups other than English white.

87 % of pupils are of Bangladeshi heritage.

Our next biggest group are pupils of Black African/Somali heritage (4.5%) and White English (0.7%),

The remaining % is made up of a mixture of mostly single families from countries including Afghanistan, Algeria, China, Greece, India, Morocco, Pakistani, Other European countries and mixed backgrounds.

Religion

Over 95% of our children state that their religion is Muslim. We have a very small percentage of Christian and Hindu pupils

Pupils with an Additional Language to English

96% of pupils indicate their first language is not English. This number has been rising. A large majority indicate Bengali is their first language. Many children join the EYFS with low levels of English. The following other languages are also used by children who attend our school: Arabic, Italian, Chinese, English, Farsi, Gujarati, Somali, Tigrinya, Spanish, Urdu, Uzbek, and Vietnamese.

A significant number (around 12%) of children live in families where one of both parents/carers have low levels of English. These children may struggle to communicate effectively with one or both parents, because their community language is not strong, particularly when they start school, and their parents' understanding of English isn't strong either. This makes communication beyond functional messages between the parent and the child difficult.

Social/ Economic Background

We are situated in Stepney, Tower Hamlets, which has the lowest living income in London. Our school deprivation factor is 0.38 (NA 0.21)

Gender

We have a lower than average % of girls in our school (43%) (NA 49%)

Other protected characteristics

The school does not have pupil or family data re sexual orientation/same sex parents.

Adults in the school community with disabilities

There are 2 adults in school with a physical disability.

Smithy Street Accessibility Plan

Disability

This document should be read in conjunction with the school's Special Educational Needs Policy.

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 Scheme/Accessibility Plan identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

The Governing Body has had three key duties towards disabled pupils:

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

This plan sets out the proposals of the Governing Body of Smithy Street School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Smithy Street Accessibility Action Plan 2019-22

Improving access to the curriculum

TARGET	ACTION TO BE TAKEN	WHO WHEN	RESOURCES	EVIDENCE OF SUCCESS
Ensure early identification of barriers to learning.	<ul style="list-style-type: none"> Regular monitoring of quality first teaching through observations, learning walks and phase meetings. SEN register of needs regularly reviewed and updated. Staff training through INSETs Termly analysis of pupil tracking data Pupil progress meetings All pupils underachieving to be monitored 	Inclusion leaders (external agencies if necessary) Teaching Staff SLT	Tracking data Monitoring summaries Record of Concern pupils on provision map	<ul style="list-style-type: none"> Staff awareness of potential learning barriers heightened. Staff constantly evaluating own performance as seen through planning and Observation reviews. All pupils achieving higher levels of progress and attainment
Improved teacher liaison with TAs	<ul style="list-style-type: none"> Teachers and TAs have regular liaison times: Inclusion Leader to have regular meetings with TAs to ensure they have up to date info and appropriate targets Teachers' T&L file to highlight vulnerable pupils and specific needs on context sheet. 	Inclusion Leaders TAs teachers Phase leaders	TA CPD timetable Intervention impact monitoring Staff voice	<ul style="list-style-type: none"> Teachers and TAs have regular meeting times and so are more knowledgeable about meeting the needs of specific individuals. TAs help to evaluate pupil progress through intervention impact evaluation sheets which are completed with staff to help improve future provision.
Raising staff awareness of pupil disabilities, including mental health, and the possible impact on the child's learning.	<ul style="list-style-type: none"> Teachers and TAs to have training in relation to equality and disabilities in school and are better able to meet the needs of those pupils. Mental Health Team to continue to meet and focus on needs provision Identify and train a mental health first aider on staff. 	Inclusion Leaders Outreach training support Mental health leader	TA release time CPD log	<ul style="list-style-type: none"> Improved SEND provision in planning.
Governor awareness of Accessibility Plan/Equality and monitoring delivery	<ul style="list-style-type: none"> Consultant to provide FGB training on equality/safeguarding and children's rights To monitor termly the progress of the plan and its effectiveness. 	Chair of Governors Safeguarding link governor	Governors' meetings Headteacher's reports	<ul style="list-style-type: none"> Accessibility Plan targets are achieved. Increased progress for all pupils.
Systems to track pupil progress and monitor the effectiveness of intervention	<ul style="list-style-type: none"> Whole school pupil data tracking system used half termly to analyse strengths and weaknesses in 	Assessment Co Inclusion Leaders SLT	Computer software TA meeting time	<ul style="list-style-type: none"> All pupils make good progress. Areas for improvement quickly identified and actions taken to

programmes.	<p>performance.</p> <ul style="list-style-type: none"> • Termly pupil progress meetings to highlight children underachieving and SLT to monitor their work and progress weekly/ bi-weekly • With imminent removal of P-Scales, work collaboratively with the local authority and link schools to develop systems to track progress of pupils 		<p>Monitoring summaries</p> <p>Inclusion action plan</p>	<p>improve provision for all pupils.</p>
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Needs of disabled pupils considered whilst planning trip • Arrangements to be made in order the ensure disabled pupils can participate (e.g extra staff, alternative transport) 	<p>Class teachers</p> <p>Inclusion leaders</p>	<p>Inclusion budget</p> <p>TA release time</p>	<ul style="list-style-type: none"> • Disabled children are able to be included in trips and are making appropriate progress
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> • Ensure planned activities are adapted to be inclusive for all pupils • Raise awareness of disabilities for relevant staff 	<p>PE leader</p> <p>Inclusion leaders</p>	<p>PE lead release time</p> <p>TA CPD log</p>	<ul style="list-style-type: none"> • Disabled children are able to be included in PE lessons and are making appropriate progress
Review curriculum areas and planning to include disability issues	<ul style="list-style-type: none"> • Ensure curriculum, assemblies, and resources reflect a range of disability issues 	<p>Inclusion leaders</p> <p>TLR postholders</p> <p>SLT</p>	<p>Curriculum map</p> <p>TLR release time</p>	<ul style="list-style-type: none"> • Curriculum assemblies, and resources reflect a range of disability issues • Children are aware of the needs of disabled pupils and are considerate of their needs
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> • Ensure activities at lunchtime and after school are inclusive to the needs of all children, including those with disabilities • Actively encourage children with disabilities to take part in these activities • Keep a record of this and report to SLT and the GB 	<p>Club leader</p> <p>Inclusion leaders</p>	<p>Club monitoring summaries</p>	<ul style="list-style-type: none"> • Club records show disabled pupils take part in lunchtime and after school activities
Further develop links with a special school	<ul style="list-style-type: none"> • To be open to take on opportunities to work alongside Stephen Hawking school, where possible • Continue to take part in Para sports • Work alongside other Stepney Partnership SENCOs and share good 	<p>Inclusion leaders</p>	<p>Pupil Voice</p>	<ul style="list-style-type: none"> • Children have enjoyed taking part in para sports • Good practice is shared and used well

Improving access to the physical environment of school for pupils with disabilities:

TARGET	ACTION TO BE TAKEN	WHO WHEN	RESOURCES	EVIDENCE OF SUCCESS
Ensure all disabled people can be safely evacuated	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation by being aware of the All about me document and PEEP information</p> <p>Ensure relevant staff know how to use Evac chairs, when required</p> <p>Ensure evac chairs are maintained as appropriate</p>	<p>Annually AHT for Inclusion</p> <p>Ongoing AHT for inclusion</p> <p>Ongoing AHT for inclusion</p>	<p>PEEPs</p> <p>Maintenance budget</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>
<p>To be aware of and respond to the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>Reminder on website to parents/carers through to let us know if they have problems with access to areas of school</p> <p>To create access plans for individual chn as part of the support plan process</p> <p>Ensure hoist and lifts are maintained as appropriate</p> <p>Ensure there is a private space for medical/personal care and toileting facilities with a hoist on the middle floor</p> <p>Ensure there are 2 Evac Chairs and the staff have had training to use them, when required</p>	<p>DHT</p> <p>Inclusion leads</p>	Maintenance budget	<ul style="list-style-type: none"> Staff are aware of the access needs of disabled children, staff, governors and parents, carers Lifts and hoist are in working order Pupils and visitors are assisted in using lifts
Improve playground resources.	<ul style="list-style-type: none"> Increase the amount of accessible equipment the children can play with. Continue to provide sensory circuit provision Purchase specialist resources to address specific learning needs Playground 	<p>Inclusion Leaders</p> <p>Change ambassador leads</p>	<p>Funding</p> <p>Auditing & reallocation of existing resources</p> <p>SEND equipment audit</p>	<ul style="list-style-type: none"> Children are positively engaged at playtimes and so less behaviour issues. Children are able to use multi-sensory resources to improve their learning.

	Ambassadors to support all chn but particularly those with SEND			
To ensure disabled pupils can access extra-curricular learning opportunities	<ul style="list-style-type: none"> • Dedicated & targeted club places • Class club register to ensure all children access clubs • Funding for additional 1-1 support to include extra-curricular times • Introduce an inclusive club, to celebrate disability sports 	<p>Club leader</p> <p>Inclusion leaders</p>	<p>Club monitoring summaries</p> <p>Club and support staff budget</p>	<ul style="list-style-type: none"> • All clubs have targeted places • All disabled pupils access extra-curricular learning opportunities

Improving the delivery of information to pupils with disabilities:

TARGET	ACTION TO BE TAKEN	WHO WHEN	RESOURCES	EVIDENCE OF SUCCESS
To increase the use of signs and symbols to aid communication (signage, notices, homework and visual timetables)	<ul style="list-style-type: none"> • Audit signage around the school and address issues • Visual timetables are used in every classroom 	<p>Inclusion leads</p> <p>Class teachers</p>	Images	<ul style="list-style-type: none"> • Signage is clear around the school. • Children are able to use visual scaffolding to improve learning
To review teaching resources and images displayed around school to ensure they promote positive messages about people with disability	<ul style="list-style-type: none"> • Review books in school for positive themes/messages on disability. • Purchase and display Badger posters, and change bi-annually 	<p>Literacy lead</p> <p>Inclusion leads</p> <p>Teachers</p>	<p>Learning environment</p> <p>Monitoring reports</p>	<ul style="list-style-type: none"> • Posters/displays in School environment and resources reflect positive messages about people with disability
Focus on disability discrimination as part of PSHCE provision	<ul style="list-style-type: none"> • Include disabled role models and rights advocates in Rights Week • Increase profile of disability rights and mental health 	<p>Teachers</p> <p>Rights Lead</p> <p>PSHCE Lead</p>		<ul style="list-style-type: none"> • Successful Rights week in summer term. • Plans • Policy