



# TRALLWNG INFANTS SCHOOL



## ACCESSIBILITY ACTION PLAN

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Protected Characteristics	Ensure pupil work / school displays in classrooms / corridors reflect equality and diversity of community served	Increase in pupil participation, confidence and positive identity – monitor through PSE/Wellbeing/ Through RRS development	Class teachers / AOLE leaders	On-going	Diversity reflected and celebrated in pupil work/ school displays across all year groups Pupils understanding of equality and diversity issues is improved.
Protected Characteristics	<p>Ensure the implementation of the new curriculum promotes:</p> <ul style="list-style-type: none"> <li>- 'role models that young people positively identify with which reflect the school's diversity and respecting differences</li> <li>- human rights and the United Nations Convention on the Rights of the Child</li> <li>- experiences and skills for careers and the workplace;</li> <li>- local, national and international aspects of all learning</li> <li>- relationships and sexuality education' (ref to LA strategic equality plan 2022)</li> </ul>	<p>Class and individual participation in the school's developing curriculum work and curriculum diversity planning</p> <p>Development of empathy work through literature</p> <p>Sustained pupil participation, confidence and achievement levels</p>	Class teachers/ AOLE leaders	Sept 22 on going	<p>Sustain participation and confidence of targeted group</p> <p>Evidence base through curriculum activities</p> <p>Promotion and development of Rights of a child initiative- in particular Article 12 of the UNCRC - about the rights of children and young people to express their views, feelings and wishes, and to have their views considered and taken seriously.</p>
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics act on trends / patterns in the data that require	Achievement data analysis to include protected characteristics	HT/ SLT	Termly in pupil	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups

	additional support in order to narrow the gap			progress meetings	
Protected Characteristics	<p>To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups</p> <p>Promote Equality Policy through newsletters, staff meetings, pupil voice development and day to day curriculum activities.</p> <p>Core values feed into our curriculum development e.g. (democracy, freedom, links made to UNICEF Rights of a Child (UNCRC) and Convention on the Rights of Persons with disabilities (UNCRPD)</p>	Curriculum monitoring, newsletters, staff meetings, pupil/ parent feedback	HT/GB	By Nov 2022 Annually thereafter	<p>All staff familiar with principles of the policy and use core values when planning lessons, creating displays or celebrating achievements</p> <p>Policy available for parents and can communicate interest about the content</p> <p>The school fosters good relations; equality of opportunity; eliminates discrimination, harassment and victimization.</p>
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Racial Equality	<p>Ensure any racial and other identity-based discrimination incidents are reported, monitored and acted upon effectively</p> <p>Continue to promote and implement an effective anti-bullying strategy.</p> <p>Anti-bullying week is celebrated at a whole school level at least annually and promoted with our families.</p>	Monitoring of racist, homophobic, sexist and other identity-based discrimination and harassment evidences continues to show a sustained minimal incidence of equality issues. Pupils/ parents are satisfied with outcomes if any incidents arise, continued whole school/year group approaches enable positive	HT, GB.	Reporting termly	<p>Staff aware of how to respond to racist or discriminative incidents</p> <p>Staff deal appropriately with equality / anti bullying issues and explore them through curriculum activities, for example in class discussion time, collective worship.</p>

		outcomes, any repeat perpetrators are identified.			
Racial Equality	<p>Celebrate identified cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs</p> <p>Involve representatives from a range of these where appropriate, to participate in our celebrations.</p> <p>Further develop school links with other countries through curriculum activities/ work of pupil councils e.g. MBale, Ukraine</p>	<p>Classes identify events and incorporate into curriculum activities/ assemblies.</p> <p>Record any responses from participants / stakeholders.</p>	SLT/HT	Sept 2022-Sept 2023	Increased awareness of different communities, beliefs and ethnicity as evidenced via curriculum activities/ assemblies.
Gender Equality	<p>Help pupils achieve and aspire, promoting a culture of equality and respect where they are all able to flourish and no one is limited by their gender.</p> <p>Promote sustained / increased participation of balance of girls and boys in sports clubs and extra-curricular activities.</p> <p>Seek staff training re gender equality for where appropriate to assist staff in understanding gender equality issues.</p>	<p>Monitoring the school's development of Children's Rights – in particular:</p> <p>Article 2: All children have these 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 girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	HT/DHT/ Rights Respecting School's lead	Sept. 2022-23	<p>Pupils are given equality of opportunity and are able to flourish in an environment that does not limit their opportunities due to their gender.</p> <p>Pupil awareness of the concept of article 2 and other related articles.</p> <p>e.g. Article 17: You have the right to get information that is important to your well-being..</p> <p>Article 19: You have the right to be protected from being hurt and mistreated, in body or mind. Article 28: You have the right to a good quality education and encouraged to go to school to the highest level you can.</p> <p>Article 29: Your education should help you use and develop your talents and abilities and help you learn to live</p>

					peacefully, protect the environment and respect other people.
Disability Equality	Evidence that the school community endeavours to see the child/young person with ALN first and their disability second (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	Relevant staff/ pupil training e.g. manual handling, braille awareness, one-page profiles, UNCRC, UNCRPD Promotion of article 2 -Children's rights	HT/SLT GB	September 2022	Pupils with ALN are able to realise their full potential and are well supported in their education. They are aware of their right ( article 28) to have a good quality education, no matter what their need.

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Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Access to curriculum	Overall objective to increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan	Monitor via pupil progress review meetings	ALNCo, HT	Sept 2022-25 Ongoing	Pupils make suitable progress from individual starting point
	Teachers differentiate work and strive to improve the quality of targeted support so that the educational outcomes of all vulnerable groups, including learners eligible for free school meals, with ALN, ethnic minority groups and children that are looked after are sustained / improved	School's curriculum monitoring	ALNCo, SLT	Ongoing	Pupils make suitable progress from individual starting point
	Teachers continue to work collaboratively with outside agencies and advise support staff accordingly	School's curriculum monitoring	ALNCo, HT	Ongoing	Pupils make suitable progress from individual starting point
Access to Physical environment	Further develop clear signage in all areas of the school where required e.g. classroom door name, toilets – liaise with braille specialist teacher / pupils	Termly check	Site manager, HT, H & Safety team,	Ongoing	Easy access to physical environment

	Develop highly visible markings where required, other safety requirements to ensure the safety of pupils/students with a visual impairment		supported by specialist teacher		
Access to written environment	User-friendly language in place for all communication	Parental feedback	HT, ALNCo	Ongoing	Clear and accessible written/pictorial information for all learners