



## Springfield and Madley Brook Schools

### Equality and Accessibility Policy and Plan



Springfield and Madley Brook Schools are committed to actively promoting equal entitlement in every aspect of its activities and to eradicating all forms of discrimination.

The schools recognise they have a duty to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups
- Pupils, families, staff and others with -
  - different religions or beliefs
  - with special educational needs
  - with a range of disabilities
- Children who are 'looked after' and their carers
- Children or staff who are gay or lesbian
- Pupils or staff undergoing gender reassignment
- Pupils or staff who are pregnant or have recently given birth

The Schools analyse the achievements of all pupils throughout the year reflecting on any individual education plans and the data is analysed in respect of their gender, SEN, ethnicity and whether they are entitled to any of the pupil premium. Describe how the school analyses pupil achievement to identify vulnerable individuals or groups.

We aim to value all children as an individual and encourage each child to establish areas in which they can succeed. We acknowledge that everyone in life is not the same but we all have the right to be accepted. We encourage everyone to work alongside each other in a harmonious and supportive way. We aim to be an inclusive site where everyone is welcomed and accepted into our community. We aim for a consistent approach to the children in all aspects of their learning, coupled with open communication with parents.

#### **Potential barriers to effective learning and successful working at the school:**

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

#### **Commitment to Equalities**

Both schools welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

	<b>Equality Policy</b>	<b>Equality and Accessibility Plan Objectives</b>
	<b>The schools have identified the following strategies that are specifically designed to address those issues</b>	
<b>1</b>	<p><b><i>Establishing, maintaining and developing a school culture and ethos</i></b> Please see the values and aims for both schools which can be found on their websites and in their prospectus'.</p>	
<b>2</b>	<p><b>Preventing and dealing effectively with bullying and harassment</b> We recognising that the groups covered in this policy may be more vulnerable to bullying and harassment. Please see Anti Bullying Policies for both schools.</p>	
<b>3</b>	<p><b>Listening to pupils, staff, parents and others</b> The Bronze Barrow Primary primary site and the Springfield secondary Wood Green site have active school councils. The members are elected on an annual basis and the election is open to all pupils in both schools.</p> <p>The views of parents are sought annually via a parent questionnaire and through discussions at review meetings for their children.</p> <p>Staff are encouraged to participate in reviewing and setting priorities for the School Development Plan. Appraisal meetings offer times to discuss any areas for members of staff.</p>	To improve listening to parents - both schools to review questions in parent questionnaires relating to Equality – <b>to be done 19-20</b>
<b>4.</b>	<p><b>Equalising opportunities</b> Please see the Schools' Charging Policies.</p> <p>Springfield School works in partnership with parents to support them in making activities financially accessible.</p> <p>Madley Brook has a Home School Link Worker who works with parents where appropriate. Good use is also made of the Witney Educational Foundation to support families in affording residential and other trips.</p> <p>School uniform is affordable and parents can access second-hand uniform.</p>	
<b>5</b>	<p><b>Informing and involving parents and carers</b></p> <p>Progress reports to parents are accessible to ensure that all parents have the opportunity to participate in the dialogue. They are also encouraged to participate at all levels in the full life of the school.</p> <p>The school takes positive action to encourage involvement and participation of under-represented groups of parents and sections of the community. Both schools have their SDPs on their websites.</p> <p>Information for parents is easily accessible in user-friendly language and is available electronically and paper copies.</p>	

	<p>Parental involvement is monitored to ensure the participation of all groups. Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis.</p> <p>The school's premises and facilities are available and accessible for use by all groups within the community.</p> <p>Springfield - Our main form of communication with parents and carers is the Home/School Diary. This is written in each day in order to communicate essential information and share what activities the children have been involved in and any particular achievements. It is also used by families to share key information from home.</p> <ul style="list-style-type: none"> <li>• Parents are also welcome to arrange an appointment to meet with the class teacher. If a teacher or member of the Senior Leadership Team [SLT] has any concerns or queries then they will contact parents directly.</li> <li>• Parents are encouraged to be actively involved in their child's education.</li> <li>• Parents are also invited to join us for some coffee mornings as well as to share some key events e.g. Harvest Festival, Christmas Production, Sports Day, Leavers; Assembly. In addition we have various fund raising events when parents and families are welcomed. Key information is shared with parents via the website and in newsletters. We also have parentmail system in place for those parents who wish to receive information in this way.</li> <li>• Responses from our annual parent questionnaires help us to formulate our School Development priorities.</li> <li>• If there are any concerns with regards to the education we are offering or any other aspect of the school, then we encourage families to contact the class teacher in the first instance, but if this is not appropriate then the SLT class line manager is always available for arranged appointments. A copy of the school's Complaints Policy is available on the website.</li> <li>• We hold a transition evening for parents and pupils moving to Year 7 and secondary site; moving to Key Stage 4 and Post 16 provision.</li> </ul> <p>Madley Brook School:</p> <ul style="list-style-type: none"> <li>• Our main form of communication with parents is through the weekly newsletter, emailed out every Friday of term time and paper copies available for those parents without access to the Internet.</li> <li>• Other forms of regular communication include briefings for parents at the start of the school year, curriculum information termly, two parent's evenings a year, two written reports a year, and workshops on different topics, invites to class and school assemblies, open mornings. The school operates an open door policy.</li> </ul>	
6	<p><b>Welcoming new pupils and helping them to settle in effectively</b></p> <p>Madley Brook new parents meetings – Parents of all children starting school are invited to a formal meeting with staff, in the term prior to</p>	

	<p>the child starting. Home visits are made within the first couple of weeks. Tours of the school are offered with Year 6 pupils as guides. Parents of children joining the school mid-year are invited to meet the Headteacher and have a tour of the school.</p> <p>At Springfield once a place has been agreed, we encourage the pupils and their families to visit. Transition arrangements are agreed with the individual family and can vary from child to child. We offer a phased entry to school should it be required to ensure each pupil has a positive start to Springfield.</p>	
<b>7</b>	<p><b>Addressing the full range of learning needs</b></p> <p>Please see the curriculum information for both schools on their websites.</p> <p>Please see marking policies.</p> <p>Both schools publish their SEN Policy and annual SEN reports on their websites.</p>	
<b>8</b>	<p><b>Supporting learners with particular needs</b></p> <p>Both schools work hard to treat all pupils as individuals and ensure that their individual learn needs are met.</p> <p>Please see the curriculum information for both schools on their websites.</p> <p>Both schools publish their SEN Policy and annual SEN reports on their websites.</p> <p>When they are required, additional learning resources are put in place for pupils who may be absent form school due to medical needs.</p> <p>Staff are trained to support the needs of individual pupils as required.</p>	
<b>9</b>	<p><b>Making the schools accessible to all</b></p> <p>Both sites are purpose built environments to meet the needs of children with a range of disabilities.</p> <p>Some information within the school and on display is accessible to all pupils with the use of symbols and some switches.</p> <p>Known visitors with a disability have been consulted on environment with good feedback.</p>	<p>To improve accessibility – both schools to be involved in a working group to look at –</p> <ul style="list-style-type: none"> <li>- information on display</li> <li>- notices around the school</li> <li>- access to the sensory garden at the Bronze Barrow.</li> </ul>
<b>10</b>	<p><b>Ensuring fair and equal treatment for pupils</b></p> <p>Both schools have a regular cycle of review for all their policies. The review is led by the SLT, Governors and involves staff. Through this review the schools can monitor equality for all.</p>	

	<p>At Springfield School there are regular reviews of behaviour incidents and any use of restrictive physical intervention. The monitoring of this can identify any potential trends of inequality.</p> <p>Madley Brook School has a comprehensive Behaviour Policy that is understood, agreed and followed by all staff.</p> <p>Both schools follow their PSHE and RSE curriculums ensuring equality related to the expression of religious belief and same sex relationships is conveyed responsibly and sensitively.</p>	
<b>11.</b>	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>Both schools have a regular cycle of review for all their policies. The review is led by the SLT, Governors and involves staff. Through this review the schools can monitor equality for all.</p> <p>The schools adhere to recruitment, selection and retention procedures, which are fair, equal, and in line with statutory duties.</p> <p>The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and CPD opportunities are available to support their practice in relation to this policy.</p> <p>Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>	
<b>12.</b>	<p><b>Encourage participation of under-represented groups</b></p> <p>Both schools actively encourage all families to be involved in the school in whichever way they can, both formally and informally.</p>	
<b>13</b>	<p><b>Other</b></p> <p>The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'old pupils' communications and activities.</p>	
<b>14</b>	<p><b>Monitoring and Evaluating the policy</b></p> <p>Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation.</p> <p>This policy will be reviewed every 3 years unless there are concerns regarding Equality, when the Policy will be reviewed within a term.</p>	<p>Schools to consider effective monitoring via SEF, SIP, questionnaires etc. <b>19-20</b></p>
	<p><b>Reporting duties</b></p> <p>There is a requirement to:</p> <ul style="list-style-type: none"> <li>- Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually</li> <li>- Set and publish equality objectives, at least every four years.</li> </ul> <p>To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.</p>	

<p>We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.</p>	
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Note:

Schools will not be constrained to take action which is unnecessary or unproductive to avoid placing unnecessary burdens on them. The reporting should be proportionate to the size and work of the school.