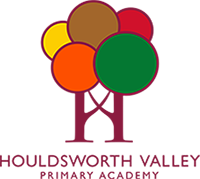
****

**HOULDSWORTH VALLEY ACCESSIBILITY AND EQUALITY PLAN - 2024-2025**

**This document should be read in conjunction with Unity Schools Partnership’s Equality Objectives, Houldsworth Valley’s Equality Objectives and Houldsworth Valley’s SEND policy.**

At Houldsworth Valley:

* We try to ensure that everyone is treated fairly and respectfully.
* We want to make sure that our school is a safe and secure place for everyone.
* We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.
* We aim to make sure that no-one experiences less favourable treatment or discrimination because of

- Their age

- A disability

- Their ethnicity

- Their gender

- Their gender identity

- Their marital or civil partnership status

- Pregnancy or maternity

- Their religion or belief

- Their sexual identity and orientation

The Leadership Team and Governors at Houldsworth Valley regularly review the progress that we are making to meet our equality objectives

with regard to protected groups under the Equality Act 2010.

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

* Make improvements to the physical environment of the school to increase access.
* Increase access to the curriculum.
* Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. Our accessibility

plan forms part of this document.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1. IMPROVING ACCESS TO THE CURRICULUM** | | | | | | |
| **Actions** | **Person Responsible** | **Timescale** | **Success Criteria** | **Monitoring and Support Arrangements** | **Evaluation** | **Finance, Resources and Training** |
| Annual review of curriculum to ensure needs of students are matched by curriculum and staffing  **- Embed CUSP curriculum scaffolding techniques for all learners in all subjects – include sentence stems, modelling and key words**  **-Complete Oracy Voice 21 project – every child to have a voice and be given strategies to achieve verbally**  **Expose ALL to rich, diverse, high-quality texts** | Headteacher  Curriculum coordinator  SENCo  Subject Leaders | Annually | All children are making expected progress or achieving individual targets | Data collection scrutiny half termly  Pupil progress meetings termly  Action plans completed by class teachers half termly  Data accessible to subject and key stage leads |  | CUSP curriculum resources and CPD  Voice 21 CPD |
| Children with identified needs have access to resources to support learning  - **Pre/Post teaching 8.30am**  - EEF interventions/Herts Fluency for Learning  -**iPads – accessibility tools and functions such as mark up/mirroring** | SENCo  Headteacher  Class teachers | As necessary | All children who have additional needs have access to extra resources | Learning walks - iPad |  | iPads |
| All children with an EHCP to be assessed for SATs and other National testing Access arrangements (including Apex children) | Year 6 class teacher/s/Apex  SENCo | Apply by March | All children are able to access Year 6 SATs | Extra LSA readers used for the test  Use of planned breaks/additional time |  | Extra LSA support |
| To liaise with Reception to review intake induction to ensure whole child is known  To assess ALL new starters regardless of year group starting – ensure basic resources are in place such as Makaton signs for EAL pupils with no English/buddy up/follow Oracy Voice 21 EAL prompts | EY’s staff | Sept | Identification of pupils who may need additional or different provision |  |  | CPD as required  EAL pack – basic pictures/words  Voice 21 CPD |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT** | | | | | | |
| **Actions** | **Person Responsible** | **Timescale** | **Success Criteria** | **Monitoring and Support Arrangements** | **Evaluation** | **Finance, Resources and Training** |
| To ensure all children/staff and visitors can safely access all areas of the school | Health and Safety Lead | As necessary | All children, staff and visitors can access the whole site | Monitor weekly for damage  Fix damages where they have been found  Ensure areas are cordoned off when under construction  Staff to report any damages they find as soon as possible including obvious wear and tear |  | Caretaker induction/training |
| **Fire emergency evacuation plan in place**  **Risk assessments in place for individual pupils with disabilities including those in Apex** | Headteacher  Class teachers  Admin team | On going | All emergency evacuation systems are in place | Weekly checks of fire alarms  Annual review of fire emergency - shared with staff and in the induction  Termly fire alarms |  | Time to carry out checks  Costs of repairs where necessary |
| Classrooms optimally organised for disabled children/staff and pregnant staff (use learning environment checklists to guide)  Ensure displays support learning through working walls | Class teachers | On going | Classroom environments adapted/arranged as needed  Risk assessments in place for pregnant staff | Risk assessments written  Class teachers to modify classroom layout when necessary  Environment checklists updated regularly |  | Time to write risk assessments  Phase leader time to complete environment checklist |
| School environment reviewed to ensure it is accessible for all | Headteacher  Senior Leadership Team | Annual check | School environment physically accessible to all | Monitor this annually and if new staff/children join with a specific accessibility requirement |  | Time to carry out the check |
| Ensure car park access for Taxi’s (Apex) Monitor use of disabled spaces closest to the school | Office staff | Annual check | Redefine disabled parking provision ensuring it is visible and clear | Monitor annually |  |  |
| Provide sensory/calm space for pupils to maintain their well being and access to learning through behavioural support-Apex/reset room provision | Pears Staff/SENDCo | On going as new children join | Sensory Equipment and establishment of area for sensory | Monitor regularly |  | Resources-sensory as required |
| Ensure Apex provision is safe, correctly resourced and risk assessments for individuals are shared across the school | Staff/SENDCo | On going as new children join | Equipment/establish an outdoor/inside area with different areas | Review regularly/add to as required |  | Resources-outdoor as required |
| To evaluate and plan for future needs | HT/GOVERNORS | Annual check | Governors to evaluate the impact of the plan and plan for the future. | Monitor annually |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **3. IMPROVING PROVISION OF INFORMATION** | | | | | | |
| **Actions** | **Person Responsible** | **Timescale** | **Success Criteria** | **Monitoring and Support Arrangements** | **Evaluation** | **Finance, Resources and Training** |
| Ensure communications from the school are clear, simple and regular  - Written  - Verbal  - EAL  -**Daily on dojo for Pears parents**  (Dojo has facility to translate) | Headteacher  School Leadership Team | On going | The website is accessible for all and compliant with the Ofsted criteria  Communications home are clear and frequent  Facebook/Twitter/ Class dojo | Termly checks and regular updates given for the website  Facebook updates to inform parents of key information  Class dojo used to send communications where possible  Provide physical copies of communications in an appropriate format for the recipient (e.g. large print etc)  Forthcoming events communicated to parents half termly |  | Time, Class dojo, Facebook account, use of texts |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4. ACTIVELY PROMOTE GENDER EQUALITY THROUGHOUT THE SCHOOL** | | | | | | |
| **Actions** | **Person Responsible** | **Timescale** | **Success Criteria** | **Monitoring and Support Arrangements** | **Evaluation** | **Finance, Resources and Training** |
| Actively challenge traditional gender stereotypes through education and positive role models  Links to Curriculum and Science (Secondary provisions/outside agencies) | All staff | On going | Children will aspire to a range of jobs/professions | Monitoring planning  Visitors invited in to assemblies  Careful choice of people to study to inspire boys and girls  Monitor attainment and progress of boys and girls - book looks, pupil perceptions |  | Time to do monitoring tasks, visitors for assemblies, resources to help promote different aspirations e.g. role play, books, video clips, etc |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5. ACTIVELY PROMOTE RACE EQUALITY THROUGHOUT THE SCHOOL** | | | | | | |
| **Actions** | **Person Responsible** | **Timescale** | **Success Criteria** | **Monitoring and Support Arrangements** | **Evaluation** | **Finance, Resources and Training** |
| Promote race equality through education  - ‘Scarf PSHE’ curriculum/diverse CUSP curriculum/Rights Respecting | All staff | On going | Diversity valued | Learning walks/pupil perceptions |  | Time for learning walks resources |
| Promote children’s knowledge/awareness of a range of cultures (Rights Respecting School work) | All staff | On going | Children will be knowledgeable and accepting of a range of different cultures | Visits/visitors  Theme days  Monitor RE/PSHE curriculum on long term plans - ‘Ready for Life’ curriculum  Assemblies |  | Time to do monitoring tasks, visitors for assemblies, curriculum resources  Rights Respecting ongoing training |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **6. ENSURE DISADVANTAGED PUPILS HAVE EQUAL ACCESS TO THE CURRICULUM AND EXTRA-CURRICULAR TASKS** | | | | | | |
| **Actions** | **Person Responsible** | **Timescale** | **Success Criteria** | **Monitoring and Support Arrangements** | **Evaluation** | **Finance, Resources and Training** |
| Provide support for disadvantaged pupils to attend school trips/residentials | Admin team  Class teachers | On going | Children in receipt of pupil premium funding have opportunities to attend school visits | Details given in trip letters |  | Supplement for costs of trips |
| Encourage/promote extra-curricular activities for disadvantaged children  - **Lunchtime/After school Clubs implemented**  **Use ipads in KS2 to complete home learning** | Headteacher  Admin team | On going | Children in receipt of pupil premium funding to attend extra-curricular activities | Use of free clubs during school hours  Supplement cost of clubs outside of school hours  Provide equipment required for extra-curricular activities  Ipad – home learning use – monitor/CPD  Promote families completing the pupil premium funding forms |  | Cost of activities, equipment  ipads |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Ensure **ALL** pupils and those in receipt of pupil premium funding achieve well at school **(An ambition/aspirations for all)** | School Leadership Team  Class teachers and Learning Support | On going | ALL pupils including pupil premium children’s attainment and progress will at least match that of the non-pupil premium children | Data scrutiny half termly-PIXL  Pupil progress meetings termly  Data accessible to subject and key stage leaders/class teachers |  | Time for pupil progress meetings, additional support and resources for the identifies children  PIXL Assessments |

This plan will be reviewed yearly.