



Equality Policy & Accessibility Plan

Bridgelea Primary School

Accessibility Plan

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children. Article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Key Bridgelea Articles:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Purpose of this Document

- To outline the vision guiding Bridgelea Primary School.
- To develop a policy that is supported and implemented by the whole school community; children, parents and carers and staff based on our mission statement and shared values.
- To create a caring, family atmosphere and safe environment in which learning and teaching can take place.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To provide all stakeholders with an increased understanding of equality and diversity based on the principles of Nurture and Rights Respecting.
- To provide a framework which supports staff to unlock potential in children at their developmental stage not age in years.

Bridgelea Primary School Vision & Mission Statement

Vision “Understanding People”

Mission Statement

“We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership.”

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **CO-OPERATION**. As a school we will endeavor to co-operate with the community to inspire and empower every individual.
- We value **COMMUNICATION**. We believe that all behaviour is communication.
- We value **DEVELOPMENT**. Learning is understood developmentally.
- We value **WELLBEING**. We have a holistic approach to wellbeing across the school.
- We value **DIVERSITY**. We celebrate each other as unique individuals with rights that we respect.

UN Rights of the Child: Bridgelea 10 Articles

Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children'

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Manchester's Accessibility Strategy is to ensure accessibility of the curriculum, physical environment and information for pupils with special educational needs & disabilities (SEND) in Manchester. A link to this document:

https://search3.openobjects.com/mediamanager/manchester/fsd/files/education_accessibility_strategy_2017.pdf

The vision for Manchester's children and young people with SEND is that they achieve their potential in education, have happy and fulfilled lives, have choice and control and make a successful transition to adulthood. This is supported through Manchester's 'All-Age Disability Strategy', 'Our Manchester, Our Children' and the Manchester Locality Plan.

Manchester City Council recognises and actively promotes the removal of physical obstacles for disabled learners and supports advances in technology to strengthen and enhance communication, teaching and learning to ensure education, the curriculum and information is more accessible.

Manchester City Council supports 'The Social Model of Disability' and promotes an asset based approach. Through the removal of barriers Manchester will have a 'disabled people-friendly city'.

These strategies have been developed so that everyone can benefit from and contribute to the City's success. They are bold approaches that focus on people's strengths and help unlock the potential that exists in the City.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Manchester City Councils' Schools will:

- recognise the potential of vulnerable pupils, reduce barriers to their achievement and inclusion and develop a strong culture for success
- focus on enhancing the life chances of their most vulnerable children
- plan for and teach children with learning needs through a range of proven interventions
- use a range of inclusive teaching strategies
- take an informed view of the possible literacy and mathematics interventions that will be utilised
- ensure effectively supported transition of vulnerable children and young people
- evaluate a range of outcomes of their current additional provision and the value for money it provides; make informed decisions about how best to target available funding in the future
- provide effective professional development for staff and governors
- keep parents and carers informed in line with school policies and the requirements of the 0 - 25 Code of Practice
- use interpreters where necessary

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan Review 2017-2020

<p>Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.</p>	
Short Term Targets	Outcome
<p>Audit to ensure all children regardless of disability have access to a broad and balanced curriculum. (Completed and constantly being reviewed and improved)</p>	<ul style="list-style-type: none"> • Raise awareness of SEND. All staff training needs highlighted. • A range of CPD has been delivered on SEND, Elklan, Attachment and all staff have completed equality & diversity training online. This programme is ongoing. CT and TA CPD pathways developed.
<p>Increase confidence of staff in differentiating the curriculum to suit the specific needs of children with disabilities. (Achieved)</p>	<ul style="list-style-type: none"> • Training needs of staff are clearly understood. Completed. • A range of CPD has been delivered on SEND, Elklan, Attachment and all staff have completed equality & diversity training online. This programme is ongoing, see pathways.
<p>Ensure TA's have access to specific training on disability issues if needed. (Achieved)</p>	<ul style="list-style-type: none"> • Raised confidence of staff in strategies to differentiate work for children with disabilities. See above.
<p>Ensure TA's are aware of and able to use, SEND software and resources. (Improved but progress meetings indicate that increased use of ICT is still an area requiring improvement.)</p>	<ul style="list-style-type: none"> • Wider use is made of SEND resources in mainstream classes. • CPD on Active Learn, Clicker and Purple Mash completed. New staff joining so this needs developing into a rolling programme.
<p>Ensure all staff are aware of children with disabilities curriculum access. (Achieved)</p>	<ul style="list-style-type: none"> • All staff are aware of the access needs of individual children with disabilities. • SENCO role enhanced and SEND paperwork supporting understanding of pupil needs improved. Progress meetings focus on barriers to learning and additional too and different from the child needs in their class. Improved links to EHCP and person centered planning. See Communication Charts, Pupil Profiles, Provision Maps, review minutes.
<p>Ensure all children with disabilities participate equally, when desired, in after school and lunchtime activities. (This area still requires improvement.)</p>	<ul style="list-style-type: none"> • Disabled children participate confidently, when desired, in after school and lunchtime activities. CPD on play and outdoor learning has been completed 2018-2019. Sports premium targeted on outdoor play resources. All resources are accessible to all children. We are awaiting an update regarding further bid funding. Outdoor learning is an ongoing area of improvement. See Sports Premium Information and outdoor Learning action plan led by H Shaw. • A Sports TA has been recruited and is in post to deliver high quality and accessible sports sessions across the 3 mileposts incorporating break time activities.
<p>Monitoring of the achievements of children with disabilities. (Achieved)</p>	<ul style="list-style-type: none"> • Trends or patterns can be established and action taken if necessary. • All children are assessed through Classroom Monitor, Boxall and termly progress reviews. We are introducing Pass to gather pupil voice from July 2020.
<p>Ensure that all school trips are accessible to all. (Improved and the Educational Visits policy is under review Jan 2020. This area still requires improvement.)</p>	<ul style="list-style-type: none"> • All school trips are accessible to all children. Educational visits and outdoor learning is a school improvement area within the curriculum 2019-2020. Each subject has been tasked with looking at accessible opportunities to enrich children's learning experience and cultural capital.
<p>Review PE curriculum to make PE accessible to all. (This area still requires improvement.)</p>	<ul style="list-style-type: none"> • All children are able to access PE and Sports. Alongside the investment in PE and outdoor equipment we have appointed a sports lead TA3 in Jan 2020. See Sports Premium Information and

	outdoor Learning action plan led by H Shaw.
Future policies updated to include access to pupils with disabilities. (Achieved)	<ul style="list-style-type: none"> All updated policies include provision for accessibility. All pupils that attend Bridgelea have SEND. All policies reflect and include the schools vision and values and links to Nurture and Rights Respecting Principles.
Review all curriculum policies to include disability issues. (Achieved)	<ul style="list-style-type: none"> Increased awareness of the effect of disability issues in all curriculum areas. All curriculum leaders have completed curriculum audits to secure an improved understand of the schools intent, implementation and impact across the curriculum this is inclusive of SEND and accessibility. See rationales and curriculum audit tools.
Provide advice to parents/carers of children with disabilities on how they may support their learning in the core curriculum. (Achieved)	<ul style="list-style-type: none"> Parents/carers have greater knowledge of how to support children. Information is shared at pupil progress meetings and through SEND paperwork.
Staff to receive appropriate training as highlighted by audit. (Achieved)	<ul style="list-style-type: none"> Increased knowledge by staff needs of pupils catered for. A range of CPD has been delivered on SEND, Elklan, Attachment and all staff have completed equality & diversity training online. This programme is ongoing. CT and TA CPD pathways developed.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	
Targets	Outcomes
Audit of site to highlight needs. (Completed)	<ul style="list-style-type: none"> Improved access for wheelchair users. Site suitable for visually/hearing Impaired.
Ensure that all disabled pupils can be safely evacuated. (Completed)	<ul style="list-style-type: none"> All children with disabilities and staff working with them are confident in the event of a fire.
Improve acoustics in the school hall. (Completed)	<ul style="list-style-type: none"> Hearing impaired children are better able to access activities in the school hall. We have HI pupils and staff and have installed a sound system in the child's classroom to support acoustics. The halls at the Longsight school have has sound proofing fitted 2018/2019.
Site totally appropriate to needs of all. (Completed)	<ul style="list-style-type: none"> Site accessible to all regardless of disability.

Aim 3: To improve the delivery of written information to disabled pupils and parents	
Targets	Outcomes
Availability of written materials in different formats. (Achieved)	<ul style="list-style-type: none"> Written material produced in alternative formats, if required.
Develop an Inclusion Leaflet, giving advice to parents when necessary. (Achieved)	<ul style="list-style-type: none"> To increase the confidence of parents and carers of children with disabilities. SEND local offer updated annually. Information is shared with parents on the schools website and at progress reviews. We work with a range of agencies including SALT/EP/CAMHS/Social Care/Parent Champions/ISA/Statutory Assessment Team.
To review necessary provision annually and with each intake check provision for assessment annually. (Achieved)	<ul style="list-style-type: none"> Needs of parents/pupils regularly updated. SENCO role enhanced and SEND paperwork supporting understanding of pupil needs improved. Progress meetings focus on barriers to learning and additional too and different from the child needs in their class. Improved links to EHCP and person

	centered planning. See Communication Charts, Pupil Profiles, Provision Maps, review minutes.
Children become more aware of their own learning styles and access needs. (Partially achieved but still requires improvement.)	<ul style="list-style-type: none"> Children able to articulate their access needs and understand their own learning styles. We need to do more to support our children to understand their own disabilities and identity. Many children understand disabilities such as ADHD or ASD but struggle to apply this to themselves. This is compounded by their self-awareness and self-esteem difficulties. As a school we are introducing PASS. This helps identify reasons behind low attainment, challenging behaviour and poor attendance, helping the staff to build a complete picture of a pupil's motivation, attitude and engagement in learning. This allows the children to reflect on their learning and the factors they feel are a barrier.

Aim 4: To promote the rights and achievements of people with disabilities	
Targets	Outcomes
Children with disabilities fully participate in school life. (Achieved)	<ul style="list-style-type: none"> Children with disabilities in many areas of school life. All children who attend Bridgelea have SEND and can participate fully in the wider curriculum offer.
Bullying or harassment of children with disabilities is monitored and dealt with effectively. (Achieved)	<ul style="list-style-type: none"> Reduction of bullying of children with disabilities. The school's bullying policy has been updated and CPD with staff has been completed. The school has achieved the gold All together award. The programme includes a special focus on reducing bullying of disabled children and those with SEN, but aims to reduce bullying of all children and young people.
Disability is displayed positively in books, displays and events. (Partially achieved but still requires improvement.)	<ul style="list-style-type: none"> Disability is displayed positively in books, displays and events. As a school we have some books that promote disability, this needs to be increased. As a school we celebrate key awareness days around SEND. We need to do more to support our children to understand their own disabilities and identity. Many children understand disabilities such as ADHD or ASD but struggle to apply this to themselves. This is compounded by their self-awareness and self-esteem difficulties.
Children aware of wider issues concerning people with disabilities. (Partially achieved but still requires improvement.)	<ul style="list-style-type: none"> All children gain wider understanding of disability issues. We need to do more to support our children to understand their own disabilities and identity. Many children understand disabilities such as ADHD or ASD but struggle to apply this to themselves. This is compounded by their self-awareness and self-esteem difficulties.

Action plan 2020-2023

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils. Children's needs are understood developmentally.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. Targets are recorded in pupil's provision maps and links to the EHCP outcomes</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. A review is being completed in 2019/2020.</p>	<ul style="list-style-type: none"> Ensure TA's are aware of and able to use, SEND software and resources. Ensure all children with disabilities participate equally, when desired, in after school and lunchtime activities. Ensure that all school trips are accessible to all. Review PE curriculum to make PE accessible to all 	<p>For children's EHCP outcomes and provisions to be reflected in the classroom offer.</p> <p>For BSG approaches to be evidenced consistently in learning allowing children to access learning at their stage.</p> <p>Educational visits policy to be utilised and applied to potential visits and barriers removed/overcome to ensure inclusion.</p> <p>PE TA and lead to work with class teams around motor skills barriers and</p>	<p>Head of School/ SENCo</p> <p>Class teachers</p> <p>Educational visits leaders and Head of School</p> <p>Jonny Carol/Reo Litchmore and class teams</p>	<p>October 2020 <i>(Completed and updated to reflect Remote Offer Feb 2021)</i></p> <p>July 2021</p> <p>Ongoing</p> <p>On going</p>	<p>Children can access the curriculum without barriers and make academic progress in line with their abilities</p> <p>Children can access learning at the appropriate pitch and aspire to stretch to higher levels.</p> <p>Increase in trips on offer which are ambitious and accessible to all children in most instances.</p>

			plan appropriate progressive activities.			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Ensure facilities are in place and not misused • Parking bays are clear unless a disabled badge is in place • Items are accessible on shelves in libraries • No obstructions in corridors. 	Regular health and safety checks of accessibility equipment and access.	DH/premise staff	On going	Staff/children/parents or visitors with disabilities have fair and equal access to the building.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations <p>Bridgelea is an accredited Communication Friendly Setting – acknowledged by the award received</p>	<ul style="list-style-type: none"> • Children can access all information through their chosen medium. • Scripts are in place for each child and evidenced on their communication chart. • Scripts and social stories are developed and shared to scaffold specific information. 	<p>All signage and displays are accessible and existing displays are audited for clarity regularly.</p> <p>Communication charts are developed and reviewed for every child on a half termly and ongoing basis</p> <p>Social stories and visuals are available to</p>	<p>SENCO</p> <p>SENCO/ELKL AN LEAD</p>	<p>Review half termly</p> <p>Review half termly</p> <p>Ongoing</p>	<p>All displays and communal areas allow the messages to be communicated clearly with all</p> <p>Children have accurate paperwork which reflects their needs and how to communicate best.</p>

	<p>through ELKLAN. This means that understanding the SLCN of all our children is at the forefront of the offer we provide for our children. It means that the classroom environment is tailored to their needs. And it also means that our staff are skilled at altering their own communication with each child.</p> <p>Elklan Communication Friendly Setting (CFSc) accreditation is awarded to settings that have trained and support all their staff in communication and language development. They will also have shown evidence of embedding this knowledge in targeted interventions and through the implementation of a Communication Policy.</p>	<ul style="list-style-type: none"> ● Visual timetables are in place consistently across the building ● Vocabulary is displayed clearly and prominently in classrooms 	<p>the staff and prescribed where necessary.</p> <p>Vocabulary is displayed and rotated appropriately to complement the topic of study.</p>	<p>SENCO/ English lead</p>	<p>Half termly</p>	<p>Children are prepared about changes in social situations in order to prepare for challenging behavior and intervene in stage 1.</p> <p>Children are exposed to new vocabulary and able to access information due to this knowledge.</p>
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<p>To promote the rights and achievements of people with disabilities</p>	<p>Bridgelea Primary School is a Rights Respecting School.</p> <p>Bridgelea pupils and staff have worked together to create an ethos, vision and values which bring together a desire to understand and work with all the members of our community though and for the UN Convention on the Rights of the Child.</p> <p>We aim to provide an enriching diverse curriculum that develops Global Citizens. We use assemblies, theme weeks and a variety of visits and visitors to support this curriculum offer.</p> <p>Through the School Council all children have the opportunity to express their views and be heard.</p> <p>Classrooms display charters devised by the pupils which explain the articles the children are working on that term.</p> <p>Disability awareness is an integral part of the curriculum and is celebrated amongst children and staff.</p>	<ul style="list-style-type: none"> ● Disability is displayed positively in books, displays and events. ● Children aware of wider issues concerning people with disabilities. ● Rights respecting is embedded throughout the curriculum ● British Values is evident throughout the school and in the approach taken to all curriculum areas. ● Pupil voice is ascertained through smart school council responses and acted upon ● Staff are aware and confident about different types of disability both physical and other. 	<p>Quality texts around diversity and disability are prominently displayed</p> <p>British Values are displayed clearly across the building and integrated into assemblies and PHSE curriculum area</p> <p>Rights Respecting practice is in evidence via article 12 squad, displays, class charters across the school.</p> <p>Smart School council questions are tailored to pupil wishes and feelings and acted upon in a timely and appropriate manner.</p> <p>Staff have specific training on different types of disability and equality</p>	<p>English lead</p> <p>PHSE co-ordinator</p> <p>AHT</p> <p>ELT/AHT</p> <p>SLT</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly reviewed termly.</p> <p>Training to be delivered 2020/2021</p> <p>Implement and embed 2021/2022</p>	
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<p>To promote effective communication for staff, parents and pupils ensuring that information is accessible, relevant and easily available.</p>	<p>Bridgelea is a language friendly school (ELKLAN) and ensures that visuals are alongside written information.</p> <p>Staff training covers a wide range of topics and educates staff to promote equality.</p> <p>Child reviews follow person centered practice. Child voice has been captured in a number of different ways adapting to the individual needs of the child.</p> <p>Parent views are captured through a number of different mediums and their voice, wishes and feelings</p>	<ul style="list-style-type: none"> ● To deliver training in a variety of ways (face to face, online, one to one) to ensure it is accessible to all. ● Offer refresher and catch up sessions for all core training sessions, all year round. ● Ensure parent voice is accessed through pre and post consultation around reviews. ● To lessen anxiety in reviews to ensure that parents can effectively have their voices heard. 	<p>Audit of the CPD pathway.</p> <p>Plan in booster sessions for core training.</p> <p>SENCOs to review person centered practice and parent and learner voice activities.</p>	<p>AHT/Head of school</p> <p>AHT/Head of school</p> <p>SENCOs/Pastoral lead</p>	<p>Autumn 2020</p> <p>Academic year 2020-2021 implement 2021-22, Embed</p> <p>Academic year 2020-2021</p>	
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour, Communication & Relationships Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	<ul style="list-style-type: none"> • Withington 1 • Longsight 4 	Stairs are kept clean, tidy and free from obstruction at all times. Maintain and ensure access.	Site Supervisors	Ongoing
Corridor access	<ul style="list-style-type: none"> • Withington • Longsight 	Corridors are wide. Ensure pupil equipment does not block corridors.	SLT	Ongoing
Lifts	<ul style="list-style-type: none"> • Withington 0 • Longsight 1 	SLA in place for maintenance.	Site Supervisors	Ongoing
Parking bays	<ul style="list-style-type: none"> • Withington 8 (1 disabled access) • Longsight 22 (2 disabled access) 	Disabled bays are clearly marked. No further action required as both schools have accessible facilities.	Site Supervisors	Ongoing
Entrances	<ul style="list-style-type: none"> • Withington • Longsight 	Automatic front doors and enclosed lobbies at both sites.	SLT	Ongoing

Ramps	<ul style="list-style-type: none"> • Withington 1 • Longsight 0 	No further action required as both schools have accessible facilities.	Site Supervisors	Ongoing
Toilets with disabled access	<ul style="list-style-type: none"> • Withington 1 • Longsight 1 on each floor (3) 	No further action required as both schools have accessible facilities.	Site Supervisors	Ongoing
Reception area & training room	<ul style="list-style-type: none"> • Withington 1 • Longsight 1 	Accessible to wheel chair users. No further action required.	Site Supervisors	Ongoing
Internal signage	<ul style="list-style-type: none"> • Withington 1 • Longsight 1 • Illuminated signs in place. 	Gary/John to check fire exit signs and accessibility of signage information across school.	Site Supervisors	Ongoing
Emergency escape routes	<ul style="list-style-type: none"> • Withington 1 • Longsight 1 	<p>Fire evacuation procedures in place and accessible for all staff and children. Checked by LA Health and Safety Lead.</p> <p>Emergency voice communication system is positioned on each stairwell floor for wheel chair access.</p> <p>Ensure weekly testing and maintenance.</p>	Site Supervisors	Ongoing

Bridgelea Equality, Diversity and Community Cohesion Audit June 2020

Audit Area and Questions	Y	N	P	Tasks and priorities
1. The Governing Body, staff and other stakeholders have defined what “equality, diversity and community cohesion” means to them.				<ul style="list-style-type: none"> • Equality CPD bi-annually. • School Council Activities with children. (CG) • Coffee mornings to support parents with equality and diversity. (SENCO/DSL) • Policy to be reviewed at Govs
2. Training is given to all members of Governing Body and staff on the issues of equality, diversity and community cohesion				<ul style="list-style-type: none"> • Training for all governors and staff when appropriate in light of new legislation. • Online training to be sourced through MSCB website. • Repeated bi-annually and on recruitment. LS to monitor as HR lead. • The staff monitoring questionnaire indicated that staff require further training on equality and definition of disability, to factor into the new training schedule.
3. The make-up of the Governing Body and staff reflects the community served by the school				<ul style="list-style-type: none"> • Maintain this balance whenever there are governor vacancies. • Governor autobiographies to be added on the school website.
4. The SEF document contains judgements about how well the school promotes equality, diversity and community cohesion, backed up by examples within the document or elsewhere.				<ul style="list-style-type: none"> • Updated June 2020.

5. School governors understand their general and specific duties under equality legislation, and take a lead in this area			<ul style="list-style-type: none"> • Maintain Equality and Diversity governor position. This nominated governor to report to the full GB meetings. • MCSB Training is offered for new governors.
6. Duty on schools to prevent extremism/terrorism			<ul style="list-style-type: none"> • Child Protection training reflects new legislation. All staff trained on prevent/pathways to extremism. • Visitors to school monitored by staff who will challenge any extremist views as per legislation.
7. Equality impact assessments are used to ensure due regard is given to equality duties within policies and functions such as pupil admissions, progress, attainment, exclusions and other key areas			<ul style="list-style-type: none"> • Maintain high standard of data analysis regarding diverse groups. HT/admin officer scrutinize the data every term relating to lateness and attendance with regard to vulnerable groups. • HT to act upon any information regarding attendance/lateness and consult parents if necessary.
8. The importance of logging, analysing and acting on complaints about discrimination from pupils, staff and parents is understood.			<ul style="list-style-type: none"> • Parent questionnaires to have a question related to equality and diversity. • A parent friendly version of the complaints procedure to be available on the school website. (LS).
9. Staff respond fairly and consistently to hate motivated incidents and keep a record of all reported incidents.			<ul style="list-style-type: none"> • SLT monitor Iris incidents weekly.
10. Staff receive clear, consistent guidance and support to ensure compliance and delivery of equality objectives.			<ul style="list-style-type: none"> • To keep training up to date. • MSCB/Virtual College Website

11. The school has an up-to-date Single Equality Policy that covers all protected characteristics and functions and is linked to an action plan & audit.			<ul style="list-style-type: none"> Reviewed annually at the curriculum subcommittee Spring Term
12. The Single Equality Policy is publicly available, easy to access and can be made available in different formats or languages.			<ul style="list-style-type: none"> Review annually- Spring Term at the full governors' meeting. Other formats available on request.
13. The Single Equality Policy is understood and supported by governors, staff, pupils and parents.			<ul style="list-style-type: none"> To be undertaken as per new legislation.
14. The Single Equality Policy is regularly reviewed in consultation with governors, staff, pupils, parents and groups representing the different protected characteristics			<ul style="list-style-type: none"> Policy reviewed annually at the Curriculum subcommittee. Reviewed with parents and pupils in Spring term annually. Parent consultation to be completed.
15. The School follows the Code of Practice on the Identification and Assessment of Special Educational Needs (DfE 2014).			<ul style="list-style-type: none"> SEND Information Report reviewed annually All children are assessed on entry to school.
16. The School makes effective use of delegated resources to support children with special educational needs.			<ul style="list-style-type: none"> Maintain this standard of monitoring. Governors to continue to challenge this area for effectiveness.
17. The school has an up to date Accessibility Plan, which is being implemented.			<ul style="list-style-type: none"> Annual review by curriculum committee
18. The School provides parents, carers and guardians with information about how to access the Independent Advisory Service.			<ul style="list-style-type: none"> Maintain link with outside agencies such as Independent Advisory Service Maintain information sharing via newsletters/website/reviews Early Help Offer
20. The School will prepare and publish equality priorities to demonstrate how the general equality duty will be met.			<ul style="list-style-type: none"> Updated annually

21. The school has an accurate, up-to-date profile of its pupils, staff and the local community by race, sex, religion and disability (sexual orientation is optional).	Green		<ul style="list-style-type: none"> • Office staff collect data on staff and pupils. • Data to be completed on governors. • Staff to be supported on recruitment about the definition of disability.
22. The school has a list of policies that they will Equality Impact Assess and have a schedule for the completion of these Equality Impact Assessments		Red	<ul style="list-style-type: none"> • Ensure that each policy is reviewed to reflect the current equality legislation. • SLT training required on Equality Impact Assessments. • Following policies to be Equality Impact assessed behaviour, anti-bullying, SEND, staff recruitment and promotion, teachers' pay, staff discipline.
23. Monitored data is analysed to identify unjustifiable disparities and the possible causes.		Red	<ul style="list-style-type: none"> • Limited consideration is given to monitoring disparities. Enquire with One Education and Governing Body about ways to improve this.
24. The results of monitoring and equality impact assessments inform INSET priorities, pupil profile meetings and school development planning.		Red	<ul style="list-style-type: none"> • As above
25. The School systematically monitors, review and record the progress of pupils identified as having special educational needs and report to the governing body.	Green		<ul style="list-style-type: none"> • Progress and EHCP outcomes reviewed with parents, pupils, SENCo and class teacher termly. • Plan/Do/review cycles completed half-termly for all children who do not have an EHCP.
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion	Green		<ul style="list-style-type: none"> • Silver Rights Respecting School • Gold Rights Respecting CPD completed. • Nurture Award 2019 • World's Largest Lesson to be repeated. • School Council to continue to be developed. • Displays to be improved to support a stronger sense of diversity.
27. Staff and Governors know what is expected from them and what they can expect in return as expressed in codes of conduct, staff handbooks and policies			<ul style="list-style-type: none"> • Training offered to all new governors. • Governors to be invited into school on a more regular basis. • Staff CPD pathways developed 2019/2020.

			<ul style="list-style-type: none"> All policies shared on Parago.
28. Governing Body meetings illustrate that the school has been made aware of and has responded to community views			<ul style="list-style-type: none"> Concerns from the local community are taken to the full governing body meetings.
29. The school works with parents of children with special educational needs as equal partners in their child's education.			<ul style="list-style-type: none"> All children have termly reviews for EHCP. All PEX and Prevent pupils have half-termly reviews.
30. The curriculum is regularly assessed to ensure that it promotes equality and cohesion across all protected characteristics			<ul style="list-style-type: none"> HT reports findings to staff and governors on a regular basis. Increase representation and celebration of diversity across the curriculum.
31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.			<ul style="list-style-type: none"> Ongoing-maintain self-evaluation and share with all staff and governors
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.			<ul style="list-style-type: none"> Ongoing-maintain self-evaluation and share with all staff and governors
33. Governors and staff have evidence that curriculum activities promote shared values and build children's understanding of diversity			<ul style="list-style-type: none"> Maintain the quality of the information provided to governors Improve quality of displays to celebrate diversity within Manchester.
34. The school has an action plan of work to meet the needs of its pupils in terms of cultural diversity			<ul style="list-style-type: none"> Whole school and subject action plans reviewed every term.
35. Governors are aware of levels of pupil mobility and how the school addresses these			<ul style="list-style-type: none"> Report on pupil mobility at every Governing Body meeting in the HTs report

36. Governors and staff comment on the advantages of diversity within their community as well as tackling the challenges it presents			<ul style="list-style-type: none"> • Staff meeting agenda to identify more opportunities for engaging with wider community.
37. The Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated			<ul style="list-style-type: none"> • See PHSE/RE and Rights Respecting Monitoring. • School has achieved Silver Rights Respecting status autumn 2019. See report.
38. The staff can provide examples where they have challenged assumptions and addressed sensitive and controversial issues around all of the protected characteristics	Green		<ul style="list-style-type: none"> • See PHSE/RE and Rights Respecting Monitoring. • School has achieved Silver Rights Respecting status autumn 2019. See report.
39. The Governing Body knows how the school tracks relative underachievement by particular groups and how successful this has been			<ul style="list-style-type: none"> • Governors updated annually as part of the HT report and end of year data. • Protected groups analysis to be added onto the website and reflected in action plans.
40. Approaches are in place to deal with prejudice, discrimination, bullying or harassment and, if used, have been successful	Green		<ul style="list-style-type: none"> • PHSE Curriculum has improved with links to Iris and reactive PHSE resources. • See PHSE audit and action plans.
41. Staff have monitored discipline and exclusion patterns to highlight particular groups and have discussed these with the Governing Body			<ul style="list-style-type: none"> • Governors updated termly as part of the HT report. • Further analysis of protected groups to be added.
42. The SEF contains judgements on the contribution parents and other communities makes to pupils' learning and well-being.	Green		<ul style="list-style-type: none"> • .Updated June 2020

Equality Information, objectives and impact statement.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is [name].

They will:

- Meet with the designated member of staff for equality (Head of School) annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The Head of School will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every annually to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating discrimination

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Bridgelea Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our Behaviour, Communication and Relationships policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Ensuring that staff have fair access to information accounting for any disabilities and barriers and providing reasonable adjustments for these individuals or groups.

Advancing equality of opportunity

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils, parents and staff members to be involved in the full range of school activities)

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality objectives

- To promote cultural development and understanding through a rich range of experience, both in and beyond the school
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010
- To improve access to alternative forms of recording for pupils with ongoing difficulties with writing.
- To ensure the school environment is accessible as possible to all pupils, staff and visitors.
- Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.
- Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.
- Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Monitoring arrangements

The governing body will update the equality information we publish at least every year.

This document will be reviewed and approved by the governing body at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- HR Policies
- Health & Safety Policies
- Behaviour, Communication and Relationships Policy
- SEND Local Offer

Equality Information: February 2021

Number of pupils on roll at the school: 78

Age of pupils: 5 to 11

Information on pupils by protected characteristics

- The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.
- In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Pupil and Staff equality information as of June 2020

Pupil Groups	NOP	%
Any other Asian background	1	1%
Any other Black background	6	8%
Any other ethnic group	0	0%
Any other mixed background	5	6%
Any other White background	2	3%
Bangladeshi	0	0%
Black - African	3	4%
Black Caribbean	1	1%
Chinese	0	0%
Indian	0	0%
Pakistani	0	0%
Refused	0	0%
White - British	48	62%
White - Irish	0	0%
White and Asian	1	1%
White and Black African	1	1%
White and Black Caribbean	10	13%
Male	69	88%
Female	9	12%
Pupils eligible for Free School Meals (FSM):	65	83%
SEND Support:	11	14%
Pupils with Education Health and Care Plan (EHCP):	67	86%
English as an Additional Language (EAL):	5	6%
Young Carers	2	3%
Universal Services	46	59%
Early Help	9	12%
Child in Need	10	13%
Child Protection Planning	1	1%
Looked After Children	10	13%

Staff Group	NOP	%
Any other Asian background	0	0
Any other Black background	2	3%
Any other ethnic group	1	1%
Any other mixed background	1	1%
Any other White background	1	1%
Bangladeshi	1	1%
Black - African	0	0%
Black Caribbean	2	3%
Chinese	0	0%
Indian	0	0%
Pakistani	1	1%
Refused	1	1%
White - British	54	79%
White - Irish	1	1%
White and Asian		0%
White and Black African	3	4%
White and Black Caribbean	0	0%
Male	20	29%
Female	48	71%
Disability	6- (2HI, 4 Learning difficulty)	9%

Key findings of staff equality questionnaire

All staff were given the opportunity to complete an equality questionnaire covering disability, gender, parental needs, bullying and harassment. There was an option to further complete questions about the age, position and gender of the respondent.

- Of 29 respondents, all staff members felt that their needs were accounted for and the induction and training process were accessible and fair. No staff reported barriers to inclusion.
- Within the responses, it was raised (in different mediums) by some staff that more information was required about what a reasonable adjustment was and how they could go about getting one. This was similar for parental adjustments.
- In terms of disclosing a disability, one staff member mentioned that they have a medical condition but were not sure if this classed as a disability. Being unsure of what constitutes a disability is a barrier to disclosing disabilities.
- Two staff members reported under bullying and harassment that racism was an issue within the school and was not being tackled. The staff members opted not to fill in the identifying sheet around age, gender or ethnicity so this cannot be followed up with the staff members. However, more work is needed to address this feeling as a staff team.
- When discussing what the school do well for disabled staff members, “the lift” and “an interpreter” were the only factors mentioned. No suggestions were made as to what to do to make the school better for it’s disabled staff. This reflects upon the physical disabilities and suggests that staff need to be disability aware of invisible disabilities and the adjustments available.
- Two staff mentioned more pay and salary when you are promoted under what could be included under issues relating to gender and promotion (this question could have been misinterpreted as a general question about promotion and salary as there appears to be no reference to gender inequality in the answers).

Actions to immediately follow (also included in the school action plan)

- Further disability awareness training and opportunities to disclose a disability.
- Information sharing with staff about parental benefits, flexible working options and reasonable adjustments alongside reference to policy, face to face input.
- Staff voice around racism within the school. Staff Pulse will be used to target this.
- Clarity around gender discrimination via staff voice.