

OXFORD GROVE EQUALITY SCHEME



Reviewed by the Governing Board Finance Committee on 12th April 2016

SIGNED:

Councillor Linda Thomas and Mr Hesford

(CHAIR OF GOVERNORS& CHAIR OF FINANCE)

Miss Nadine Harvey

(HEADTEACHER)

DATE FOR REVIEW March 2019

EQUALITY SCHEME April 2016

Overarching statement

- In accordance with our Governing Board aims; we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.
- The Head teacher is responsible overall for dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Statutory requirements

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Bolton LA procedure for recording incidents involving pupils in schools.

Equality Plan 2016-2019

Introduction

This plan sets out how Oxford Grove Primary School will work to promote race equality.

Impact Assessment

In regard to the general duty under the Equality Act 2010 the SLT and Governing Board regularly review and monitor procedures and policies, including the 2016-2019 Equality Plan. This plan (2016-2019) addresses our specific duties under the Equality Act 2010 and forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in schools.

Action Plan to address the General Duty to promote race equality

Actions	How? & When?	By whom	Resources & cost	Evidence that it is completed & monitored
Inform school community of the existence of the Equality Plan	Publicise on school web page. Whole School Training day agenda item and place updated staff copy in staff policy file Summer Term 2016 and Autumn Term Inset August 2016-2020	D.H.T. Inset Chair of Governors	Time Summer Term 1 Staff meeting Inset Training Day every year Autumn term 1	Sample of new parents questioned that they have seen this on the web page. Staff meeting attendance record and minutes of whole school training inset days.
Ensure all new staff and volunteers are aware of the procedures for recording and reporting racial incidents	Part of the Induction procedure for new staff. Business Manager to ensure that information regarding reporting racial incidents is added to the induction pack for all new staff and visitors	Head Teacher D.H.T. Business manager	Summer Term 1 completed by 11 th April 2016	Understanding by staff and volunteers of what constitutes a racist incident, and how to act in the event of one.
Continue to develop more links with local schools within cluster	Continue to involve school council in developing pupil voice within cluster. Use positive images of multicultural society Fair-trade	PSHCE Leader Class teachers	School Council termly agenda- equality	Children more aware of local issues. Displays in school reflect a multicultural approach
Promote good relations between different ethnic groups	Promote collaborative learning throughout the school and encourage working in mixed gender, race and ability groups wherever possible to enhance good community cohesion within school.	D.H.T.& Subject leaders	Subject leader release termly including use of ppa and SLT monitoring.	Monitoring of curriculum provision through planning scrutiny, pupil interviews and lesson observation to ensure equality.
Continue to provide opportunities for children to visit places of importance in multicultural society	Continue to plan trips to church, mosques, synagogues. Relevant to curricular theme studying	WOW Leader and R.E. subject leader	Time and WOW visit cost	RE Subject Leader to monitor.
Celebrate the different cultures within school.	Assemblies, curriculum, parties (e.g. Christmas, Eid Diwali etc)	SLT	Time	Head Teacher's report to Governors

The next Equality Plan in 2020 will build upon this plan's actions, the results of monitoring, and other information.

Signed: Councillor Linda Thomas Chair of Governors Date 12/04/16

Equality & Accessibility Plan 2016-2019

Introduction

This plan sets out how the Governing Board of Oxford Grove Primary School will work to promote equality. A person is 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 carry out normal day to day activities.

This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme. The school has had an Accessibility Plan since 2003 and since that date the school and LA have completed the following work:

- Built a second child's disabled toilet
- Built a sensory room in the Main School Building
- Ramp added to all entrance points from the playground into school for ease of access for wheelchairs.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

1. Ethos and Values:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Board. The review process at Oxford Grove has been delegated to the Finance and Premises sub-committee of the Governing Board. At Oxford Grove Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Oxford Grove Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Oxford Grove Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Oxford Grove Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Oxford Grove Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following Oxford Grove Primary School policies, strategies and documents:

- Asset Management Plan
- Positive Behaviour and Discipline Policy
- Curriculum Policy
- Disaster Plan
- Equality Plan
- School Prospectus
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committees.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved **Councillor Linda Thomas** Date **12/04/16**

2. Aims and Objectives

Our Aims are:

- o Increase access to the curriculum for pupils with a disability,
- o Improve and maintain access to the physical environment
- o Improve the delivery of written information to pupils and parents

Our objectives are detailed in the Action Plan below

3. Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with our parent conference meeting and data collection information collated termly.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are parts of the school where physical features of the school environment hamper access to the whole life of the school;

Curriculum

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, all curriculum provision for pupils with a visual impairment, Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4.Action Plan

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales; and
- A specified date and process for review.

5.Access Audit

The school is a single storey building with wide corridors and several access points from outside. Many of our school staff are trained in the operation of the "Hoist". Training is reviewed annually.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a push button electrically operated external door and a low reception hatch, both of these being fully accessible to wheelchair users. There are disabled toilet facilities available in both the Key Stage 1 and Key Stage 2 areas of the school. We also have a gender natural toilet located in the main building.

The school has internal emergency signage and escape routes are clearly marked, this includes signage which indicates which escape routes are appropriate for wheelchair users.

Possible areas to be improved within the limitations of this building are:

- The outside access to the field from the Key Stage 2 playground.
- The widening of the school gates into the school yard to enable easier entry and exit from the school grounds at the start and end of the school day.

6. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Access to Curriculum

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.

Target	Action	Timescale	Resources	Responsibility	Monitoring
Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including any new whiteboard) ▪ Pupil Council to be involved in review of software. ▪ Prioritise new software to purchase. 	Autumn Term 2016	SENCO, H.T. & Computing Leader. Meeting time with pupils including those with identified disability and representatives from the school council.	SENCO & Computing leaders	Leadership Team
To liaise with Parents/ Multi agency workers/ other providers to review Sept intake	To identify pupils who may need additional to or different provision for Sept	Summer Term	F.S. leader and nursery teacher to be allocated time for home visits and the completion of parent questionnaires.	F.S.U Leader to oversee supported by FSU Class teachers	Procedures/equipment/ ideas set in place by Sept.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Completed by Summer 2016 and then reviewed annually where necessary.	SLT Time	Head Teacher < D.H.T and Business Manager.	All policies clearly reflect inclusive practice and procedure. Close collaborative working relationships formed with parents/ carers.
To plan provision for pupils with specific medical conditions.	To liaise with Key Worker, the Health Teams, TAs, new class teacher and parents e.g. update epilepsy, Bolus Feed, epipen training for appropriate	Summer term 2 transition SENCO to meet 1-1 with parents of children who require	8 week transition plan in place for Summer term 2 and training needs identified by SENCO. Training organised and put in	SENCO	All staff have undertaken training and are confident and competent in fulfilling the requirements of their role. Individual Health care plans, management plans are written by the SENCO and shared with all stakeholders. SLT have responsibility for checking termly and ensuring the SENCO

	staff. Ensure Individual Health care plans and management plans are in place as part of transition arrangements.	Health care and management plan and share relevant documentation and advice.	place ready for September.		monitors and makes adjustments to plans throughout the course of the academic year should the need change.
To establish close liaison with outside agencies and parents for pupils' on going health needs.	To ensure collaboration between all key personnel occurs in the best interest of the child. Write Management plan Risk Assessments Peeps Provision maps	Ongoing but at least termly.	Consultation and review meetings at least termly with the SENCO.		Clear collaborative working approach
To ensure full access to the curriculum for all children.	Outside Play visits; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered including in P.E. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Specific equipment sourced from occupational therapy * visually impaired services • Additional break and Lunchtime provision for adult staff where appropriate. 	Ongoing.	Time Funding of additional TA staff to support lunch and break time provision CDP from trained experts.	Head teacher & SENCO	Feedback from pupils, staff and parents. Monitoring by SENCO and SLT. Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly + Termly Office administrator additional time for processing financial accountability linked to provision map.	Assessment and Tracking data. Provision map	SENCO & Intervention leader TA 4 team	Progress made towards Provision map targets Provision mapping shows clear steps and progress made Financial accountability is recorded for each child.
To ensure adequate challenge for our most able pupils	Appoint specialist team of teachers to promote challenge for I pupils including the most able. Booster groups/ 1-1 tuition where needed.	Ongoing provision reviewed by Subject leaders	Specialist Language teacher Specialist Vocal coach Specialist djembe instructor Specialist brass tutor Sport Coach After school Clubs Third Space online learning Additional Teaching provision throughout the school.	All subject Leaders	Achieving above average results
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Eklan and Communication Friendly training for key staff • Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. • Creating positive images of diversity 	Ongoing.	Financial budgets allocated to each curricular area from G cost centres and provision recorded linked to spend in the action plan produced by SENCO or subject leader.	All subject Leaders SENCO CDP Co-coordinator	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

	and equality within the school so that pupils grow into adults who have some understanding of the needs of all different people				
Create effective learning environments	<ul style="list-style-type: none"> ▪ Continue to ensure all classrooms and resources are organised in accordance with pupil need. <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p>	Termly reviewed in curriculum meetings with Governing board.	Financial budgets allocated to each curricular area from G cost centres and provision recorded linked to spend in the action plan produced by SENCO or subject leader.	All subject Leaders SENCO CDP Co-coordinator	SENCO through lesson observations and sampling lesson planning Leadership Team and Governors
Access to wider curriculum Increase participation in school activities.	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Work with out of school hours' provider to increase opportunities available. ▪ Ensure school activities are accessible to all students. ▪ Investigate TA flexibility to cover extracurricular activities if needed. 	Half- termly when club requests are received by the school	Governors to identify contingency budget for TA cover for extracurricular activities if needed.	All subject Leaders SENCO CDP Co-coordinator	H.T. and office business manager. Subject Leader or club leader to track increased participation and report through action plan on the impact of the provision. P.E. subject leader to produce a report published on the school website.

To improve the physical environment of the school in order to maintain access for all stakeholders.

Target	Action	Timescale	Responsibility	Monitoring
Increase site access to meet diverse needs of pupils, staff, parents and community users as the school expands.	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Expand additional parking space for disabled parents and parents of disabled children to drop off & collect children. ▪ Expand school main entrance area onto the yard. 	Summer term 2016	Head teacher & School Business manager	Finance and premises sub-committee termly through health and safety learning walks led by Chair of Finance.
Improve physical environment of school environment	Reorganisation / Refurbishment of school /Utilisation of rooms. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings, maintain and enhancement the sensory room.	Ongoing	Head teacher	Governing Board Learning walks- termly
Ensure visually stimulating environment for all children	Regularly updated displays in classrooms and inviting role play areas.	Ongoing	TA 4 team under the leadership of the Head teacher	SLT learning walk and SIP Termly visit.
To make the school play area more accessible and user friendly for pupils with mobility, sensory and social difficulties	Ensure all ramps to ease access around the school grounds making the school play area more accessible when any area is updated.	Summer term 2017	Head teacher & School Business Manager	Finance and premises sub-committee termly through health and safety learning walks led by Chair of Finance.

To improve the delivery of information to pupils and parents

Target	Action	Timescale	Responsibility	Monitoring
Improving Communication and Information Sharing Availability of documents in alternative formats.	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats on parent notice boards. 	Spring 2017	Class Teachers & School Business Manager	SLT
Staff Promoting equality of opportunity for staff	<ul style="list-style-type: none"> ▪ Continue to monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability. 	Ongoing	H.T.	Governors
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	H.T. Class Teacher and School Business manager	Governors and SLT
To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • IEP meetings • Medical forms updated annually for all children • Individual Health Care Plans • Individual Management Plans <p>Significant health problems – children's photos displayed for</p>	Ongoing	SENCO Business Manager Office Administrators	Deputy Head Teacher Each teacher/staff member aware of disabilities of children in their classes

	all staff to see and info kept in separate file.			
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	<ul style="list-style-type: none"> Record keeping system to be reviewed. 	Ongoing	SENCO Business Manager Office Administrators	SLT Head teacher and Deputy Head Teacher.

The next equality plan in 2019 will build upon this plan's actions, the results of monitoring, and other information.

Signed: **Councillor Linda Thomas** Chair of Governors Date **12/04/16**

Gender Equality Plan 2016-2019

Duties

This plan sets out how Oxford Grove School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2010.

Action Plan to address the Gender Equality Duty

Areas to be considered for their Gender Equality relevance	Actions	By whom?	Resources & cost	Evidence it has been completed
Employment Issues - Staff Recruitment - CPD/training - Conditions	Be aware of, and adopt, LA policies that have been changed	Governors and Head	Audit who does what, and costs Safe Recruitment and Selection training provided to ensure avoidance of bias/stereotyped assumptions in selection and interviewing procedures	Monitoring of applications carried out by governor appointing. (as needed)
Teaching and learning	Ensure all staff understand possible different gender-related learning styles	Head Teacher & SLT	Staff training sessions	Lesson observations comment on a variety of learning styles as identified within SIP
Assessment	Ensure all staff understand a range of assessment methods to ensure pupils knowledge, abilities and needs are more accurately assessed	Head Teacher & Assessment subject leader	PPA time	Children of both genders are making required progress
Behaviour, including sexual/gender harassment and bullying	There is an agreed set of procedures which is understood by all staff. All incidents of sexual harassment and bullying are dealt with following the school's agreed procedures. Incidents monitored.	Head Teacher PSCHE subject leader	PSCHE , circle time and other areas of curriculum promote understanding of what constitutes sexist bullying and harassment and helps promote gender equality Install a gender neutral toilet	Staff questionnaires.
Governing board	Ensure equal/proportionate gender representation, including senior positions where possible	Head Teacher	Encourage attendance at training at school for under-represented gender	Governing body to monitor CPD attendance in school from Head Teacher report. Termly
Curriculum	Ensure sexist assumptions and gender stereotypes are discussed and challenged in materials and schemes of work as necessary with specific links to the PSHE Curriculum.	Subject Leaders Led by PSHE Leader	Awareness raised at staff training – Stone Wall champions CDP Cost: resources purchased by subject leaders	A broad and balance curriculum is in place, which promotes equality for all and sets aspirational targets regardless of gender.
Recognition for our work to improve gender Equality.	School to become a Stone wall champion	PSHE Leader	Management release time and £1600 for staff training and assessment of the award due to take place May 2016	School secured the Stone wall champion award as recognition for its work towards equality for all.

The next gender equality plan in 2017 will build upon this plan's actions, the results of monitoring, and other information.

Signed: Councillor Linda Thomas Chair of Governors Date 12/04/16