

Section 6 – Equality and Accessibility Plan

- **Contributing to Equality**
- **The school is committed to ensuring that all students irrespective of their religion, race or background have an equal entitlement to education.**
- Ensuring equality of opportunity for all students (and staff/parents/community) is a key part of the school's values and an integral part of our inclusive, outward looking ethos.
- The school has comprehensive systems for identifying and monitoring/tracking disadvantaged students and ensuring all students receive the help, support and challenge they need to succeed. These systems are embedded within the school processes and procedures and further detailed in the school's comprehensive SEND Policy, the Equalities Policy as well as captured in this Annual Operating Statement. The school maintains a detailed provision map detailing the full range of activities delivered in school to maintain the high levels of participation, attendance, achievement and progress.
- The school routinely analyses all progress and attainment data to ensure no groups are disadvantaged by the schools processes and procedures or aby any change the school is planning to make (Equality Impact). Where there are differences, they are identified and targeted action taken to bring about reductions in the gaps. Detailed reports on attainment and progress data including data on the progress of different groups (e.g. Pupil Premium, SEND, and G&T) are regularly reported at LGB meetings.
- The school has ensured the inclusion of 2 lifts in the redeveloped site to meet the needs of SEND learners. There is comprehensive coverage of equalities related issues in the PHSE programme. It is also routinely covered through assemblies which link important dates in the calendar, Hadiths of the Week related to good character and key messages about inclusion/equality. In addition the school has further developed its partnership with ELBA to introduce Mosaic Mentoring for disadvantaged students.
- The school's comprehensive offer is making a big difference to students at Eden with all groups routinely outscoring similar students in other schools i.e. outperforming national averages for students in the same category.

- **Trust Equality Objectives can be found below:**
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Secondary Phase:

45% of disadvantaged pupils to achieve Grade 9-5 in English and mathematics.

25% of disadvantaged pupils to achieve the E-Baccalaureate.

40% of disadvantaged pupils to achieve better than expected progress in English.

or

Disadvantaged pupils to have a 'Progress 8' score of +0.5% or above in English.

40% of disadvantaged pupils to achieve better than expected progress in maths.

or

Disadvantaged pupils to have a 'Progress 8' score of +0.5% or above in maths.

20% of low prior attainment pupils to achieve Grade 9-5 in English and mathematics.

10% of low prior attainment pupils to achieve the E-Baccalaureate.

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Accessibility Plan

The Accessibility Improvement Plan sets out how the Governing Body will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled pupils in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the establishment to the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The preparation of the Accessibility Plan has been informed by analysis of data within the school and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This will occur annually.

Priority	Lead Responsible	Action	Resources	Completion Date	Success Criteria
Increasing the extent to which disabled pupils can participate in the school curriculum					
To deliver a CPD programme to ensure staff are knowledgeable in terms of the needs of students with disabilities and strategies to support them	AP- T&L/ SENCO	Build teacher training session into first half term	Pupil Statements/ Specialist staff from Special School to lead session if required	October 2017	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum- monitored by VP and SENCO
All out of school activities are planned to ensure the participation of the whole range of students	VP/SBM	Planning and risk assessments for off site visits will be completed and arrangements made that are compliant with legislative requirements	SBM/SENCO	Ongoing through 2017-18	Trips are accessible to all students through planned provision
To ensure classrooms are accessible and meet the requirements for all students so that independence and participation is fostered for all	VP/SENCO	Review the layout of all classrooms to support student learning in optimum settings	VP/SENCO	Ongoing throughout 2017-18	Student needs are met and lesson time is optimised for curriculum activity
To deploy Teacher Assistants effectively to support student participation in the curriculum	VP/SENCO	Review the needs of students according to information and allocate staff according to need	TA time/ support staff	Ongoing throughout 2017-18	Students access to curriculum is facilitated through support structures as students' needs are met

To investigate vocational courses to offer SEND students that count for Progress 8	VP/SENCO	Investigate guidance from the DFE Explore functional skills courses List vocational courses of relevance	VP/SENCO	Ongoing throughout 2017-18	Students access to curriculum is facilitated through support structures as students' needs are met
To train and report to LGB re: Raising Awareness about Disability Issues	HT/SENCO	Training session delivered	School based information	October 2017-18	Whole school community aware of issues relating to Access monitored by Chair of Governors
To ensure interventions are in place to support students with SEN in Academic Progress	VP	Track progress and impact of interventions	Student Data and bespoke programmes run by SENCO	Ongoing throughout 2017-18	No disparity in performance between different student groups
Improving the environment of the establishment to the extent to which disabled students can take advantage of education and associated services					
Priority	Lead Responsible	Action	Resources	Completion Date	Success Criteria
To improve access to School entrance and exits	SBM/SENCO	To ensure access is made for students who need access in line with DDA compliant To ensure pick up and drop points are available for disabled students inside the Estate	Traffic controllers on site are made aware of needs	Ongoing throughout 2017-18	Arrangements are in place to meet the needs of disabled students
To ensure clear internal and external signage is clear to meet the needs of students with visual difficulties	SBM/SENCO	All stairs internal and external are painted yellow to aid students with VI	Paint and signage	Ongoing throughout 2017-18	Stairs are clearly visible for students and risk of accidents is decreased

