

Equality and Diversity Service Level Agreement – Information Document

Part 1 - Equality Policy Information

To enable us to develop/update your school's Equality Policy, please provide the information below.

General School Information	
School Logo <i>(please copy into box provided or attach file to email)</i>	
Lead Contact on this SLA <i>(usually the Head Teacher, Assistant Head or School Business Manager)</i>	Amanda Barnett
Lead Contact Telephone Number	01482 899327
Lead Contact Email Address	Hedon.head.primary@eastriding.gov.uk
School Website Address	http://hedonprimaryschool.co.uk
School Mission Statement	<p>We want the time children spend at Hedon Primary School to be:</p> <p><i>An enjoyable, fulfilling and successful period in their lives; A time when children can be helped to achieve the highest possible standards in all that they do; A time when children experience effective and meaningful learning within a safe, happy, caring and stimulating environment where each individual is valued for the contribution he or she can make to the school community". We believe that a school should be an interesting and exciting place to be; where children are encouraged to ask questions, seek solutions and in general, enjoy learning. Emphasis on each child's individual educational journey and personal achievement is the key to success!</i></p>

	<i>We work hard at encouraging confidence in our students; we try to raise the level of self-esteem of all children by planning and delivering a broad and exciting curriculum where children are encouraged to express their individuality and be proud of their achievements.</i>
Lead Governor name (usually the Chair)	Mr Allan Maltby
Does the school employ over 150 members of staff (teaching and non-teaching)?	No

Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED has two elements; the **'general' equality duty** and the **'specific duties'**. For more information on the PSED, please visit <https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

The 'General' Equality Duty

The **'general' equality duty** requires schools to have 'due regard', or think about the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it

You are legally required to publish progress towards these aims on an annual basis. In the table below, please give examples/evidence of ways in which your school has paid due regard for the three general equality aims during the last school year. Please also outline any potential areas for improvement for future years.

General Equality Duty Aims	Examples/Evidence for 2019/20	Potential areas for improvement / future actions
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	As a Barnardos' Positive Difference school we have worked hard to ensure our school reflects the diversity of British Society and that our facilities and uniform policy are not gender bias. We maintain gender neutral uniform and toilet facilities alongside broadening out curriculum content and provision to ensure we do not promote gender stereotypes. All staff including lunch staff have been trained to support pupils who may be questioning their identity, to recognise the diversity of families in our	Develop further the responsibilities and whole school impact of our Anti-bullying ambassadors. Review behaviour systems using all stakeholder views, in particular focusing on behaviour at lunchtimes and ensuring consistency across the school. Do we

	<p>community and in the vocabulary it is appropriate to be teaching our children.</p> <p>We have a strong, well established anti-bullying group which lead assemblies, look at weaknesses or issues across the school, educate pupils with posters and displays and build relationships through restorative conversations. This group also take turns on duty on the playground to support pupils where necessary. Barnardos have also trained these pupils and our school council on the principles of the positive identities charter.</p> <p>All incidents where behaviour has fallen below expected standards are logged in the classroom and when repeated logged using restorative questions with pupil reflection time factored in.</p> <p>Discriminatory incidents are recorded and although very rare, are looked at for patterns and support put in place through our highly qualified Emotional Literacy Support Assistant. Parents are also involved in this process.</p> <p>Exclusions are again rare but are also monitored and supported in the same way using outside agency referrals when necessary such as Behaviour Support, Youth and family Support, The prevent Team or Children’s Centre.</p>	<p>celebrate good learning behaviours enough? Link to meta cognition and growth mind set.</p>
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>Attainment and progress of all pupils is tracked rigorously and through pupil progress meetings, provision is tailored to meet individual needs. All Pupil Premium and SEN pupils have a unique pupil profile designed to support staff meet their needs in the classroom. This document also tracks intervention and outcomes. SEN pupils also have individual progress tracking grids in their classroom to support and track progress from their starting points which may not be the same as their peers.</p> <p>Our curriculum is designed creatively using outdoor learning and topics to ensure all pupils are engaged in their learning. Pupil voice is used to tailor topics to suit the interested and needs of the class whilst following the National Curriculum.</p> <p>Attendance is also tracked for all groups and action plans implemented to support families when necessary.</p>	<p>Ensure continued dialogue with LA regarding Buildings and facilities capital funding to provide wheelchair access.</p>

	<p>As a school the East Riding Admissions team deal with all admissions following their admissions policy. This policy ensures equal opportunities for all. Transfer arrangements are also outlined in this policy.</p>	
<p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p>	<p>Our pupils have access to two highly trained Emotional Support Assistants and can access this support by referral by their class teacher. Parental permission and engagement is sought before support begins and pupils will access support in a range of different ways from 1 to 1 to in class support. We are always looking for new resources as needs change and as a result are well equipped to support pupils.</p> <p>As a school we recognise that our pupils' well-being is of prime importance. As a school we have developed our use of the outdoors as we recognise the positive effect this has on our pupils. We also use singing to support wellbeing/relaxation. All pupils have the opportunity to check in as they arrive in school which is checked by an adult. Adults can then check on pupils who identify as sad or angry and offer support as necessary. Circle time is used across the school especially in year 6 to ensure pupils talk about their feelings and develop an awareness of others.</p> <p>Through pupil progress meeting and careful use of pupil premium funding we aim to remove barriers to progress. The school supports many pupil premium /CLA children with their music lessons, paying for the lessons, providing their instrument and in some cases providing practise opportunities during the school day. We also bought bikes and scooters to ensure all pupils could learn to ride and take part in cycling proficiency lessons and scooter training. We now run bike club weekly and have a thriving Road Safety team who undertake surveys and organise activities regularly.</p> <p>We work hard to engage all parents in their child's learning and our 'Stay and...' sessions are more popular than ever. Class assemblies are well supported also. Widening this engagement across our community has developed an understanding of the diversity of our wider school community. At our Around the World day 10 different countries e.g. France, Germany, Peru, Scotland, Bulgaria, Africa where represented by community members who shared images, food and activities.</p> <p>Pupil voice is key to all our work at Hedon Primary School. We have range of pupil voice groups. Our School Ambassadors are voted for by their class and</p>	<p>New PSHE curriculum introduced to include texts which break stereotypes.</p> <p>Ensure school meets new requirements for Relationship and Sex Education.</p>

are made up of a mix of pupils from all groups. These children plan fundraising activities, support school development planning and may monitor our school environment and help with interviews. Our eco Council again made up of a mix of pupils are all children with an interest in reducing our carbon footprint. They have recently achieved Bronze Eco School Status as a result of the changes they have made across the school. Our Junior Road Safety Team have Gold Mode Shift Accreditation as a very active group with significant impact across the school. These pupils are year 6 only and are assigned a class each to support throughout the year. This group is 50% pupil Premium this year. As above the Anti-bullying Group, voted by peers, have also undertaken significant work in eliminating unkind words or actions across the school. Whilst the school have never had huge numbers of bullying incidents, this group ensures any incidents are reported swiftly and dealt with appropriately by adults.

** The Act explains that having due regard for advancing equality involves a) Removing or minimising disadvantages suffered by people due to their protected characteristics, b) Taking steps to meet the needs of people from protected groups where these are different from the needs of other people, c) Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.*

The ‘Specific Duties’

The ‘specific duties’ require schools to do the following:

a) Publish information annually to show compliance with the general equality duty

Schools should publish information that demonstrates how they have met the equality duty. Along with publishing an update on progress towards the three aims (as per the table above), there is other information that you may publish to comply with the duty. Please indicate in the table below which information you currently have and where it is published or available to view (**those marked with an asterisk are those which we will support your school with as part of the Equality & Diversity SLA*):

Document/Data	Published	Where is it published?
Equality Objectives*	Yes	School website included in Equality Policy
Annual update towards the general equality duty and equality objectives*	Yes	School website included in Equality Policy. This will be reviewed and reported on yearly before a four-year renewal.
Accessibility Plan (including annual progress update)*	No	

Document/Data	Published	Where is it published?
		Further advice has been sought from the Local Authority. Assurance have been given that, if required through known admissions, changes could be made in school to ensure suitable access.
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	Yes	School website
School performance data e.g. attainment, absence/attendance	Yes	School website yearly
Governing body minutes	No	In school should anyone wish to access these.
Anti-bullying policy	Yes	School website
School development plan	No	Parents could ask to access this but it is not published yearly. Parents are informed of our improvement objectives in newsletters.
Equality training materials	No	In house training using Data Protection, Safeguarding online course and in house training on equality from Barnardo's and the Head teacher.
Parent and pupil surveys	Yes	These are sent home to parents and are also references on -newsletters.
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

b) Prepare and publish one or more specific and measurable equality objectives at least once every four years (and publish an update on progress towards these objectives annually)

If you have **existing** Equality Objectives, please outline them in the table below, along with the reasons for setting these particular objectives and a summary of progress that has been made in the last school year (including where relevant and appropriate any reference to performance data). Please also include the date each objective was set/developed. If **one or more** of your existing equality objectives were **set/developed more than four years ago**, your equality objectives will now need to be reviewed to ensure they are still relevant.

In the **development of new or revision of existing objectives**, you will need to consider various statistics, evidence and information such as pupil population data, SEN, Free School Meal data, participation levels, language data, accessibility, key equality issues, research, survey findings, absence, admissions, attendance data or any other relevant evidence. The objectives should also consider the **three general aims of the equality duty** outlined earlier. The number of objectives set should generally be proportionate to the school size; one is the minimum requirement, **two or three** is recommended, and more than four may be difficult to manage and achieve.

For all **Equality Objectives**, please **summarise any key actions planned** for the next school year.

Equality Objective	Date set	Evidence/reasons for setting this	Progress towards this in the last school year 2019/20	Potential future actions /work /projects / timescales
Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	July 2019	This is a strategy we wish to maintain as a high priority for our school.	Termly analysis and planning at pupil progress meetings. Small numbers allows individualisation. Roles elected	Focus on published data at Year 2/6 and EYFS in July when all published. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.
Ensure that the curriculum, <u>policies</u> , the school social media, website and displays in school promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	July 2019	This was identified as an area for development during our work with Barnardos on Positive Difference. Parents unaware of policy and action plan. RE Mark work highlighted that we do not record cultural events and teaching as well as we could.	Staff are currently planning their new long term curriculum plans for 2019/20. Staff are more mindful when creating displays. Books and Facebook now reflect cultural and religious experiences. We now have one member of staff teaching RE in most classes which has had an impact in this area. Further topic work has <u>been planned</u> undertaken by class teachers linked to the World Cup.	Curriculum Coordinators need to remain mindful of and monitor this objective into the coming year. Publish and promote the Equality Plan through the school website, newsletter and staff meetings. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.
Identify, respond and report racist incidents as outlined in the Plan. Report	July 2019	Governors wanted further information on next steps after incidents.	Proforma continued use. Further detail on this is now added to the Head teacher's report.	None

Equality Objective	Date set	Evidence/reasons for setting this	Progress towards this in the last school year 2019/20	Potential future actions /work /projects / timescales
the figures to the Governing body on a termly basis.				
Introduce a Gender Identity Policy to ensure the school community is equipped to support staff, pupils and parents identifying as trans.	Feb 2019	This was identified as an area for development during our work with Barnardos on Positive Difference.	All other related policies revised.	Gender Identity Policy needs continued monitoring and sharing a staffing changes occur.

As part of this Service Level Agreement, we will contact you on an annual basis to request an update on progress against the three general aims of the equality duty and your equality objectives, and will update any school information where required. This update will be included as Appendices to your Equality Policy; a copy of your policy document with these revised Appendices will be provided to you for publishing on your school website on an annual basis.

Part 2 – Accessibility Plan Information

To enable us to develop/update your school’s Accessibility plan, please provide the information below. The plan will be included as an appendix within the Equality Policy that we produce for you.

School Information	
Lead Contact on the accessibility plan <i>(usually the same as the Equality Policy)</i>	Amanda Barnett
Lead Contact Telephone Number	01482 899327
Lead Contact Email Address	hedon.head.primary@eastriding.gov.uk
Lead Governor name <i>(usually the Chair and the same as the Equality Policy)</i>	Allan Maltby

As part of developing or reviewing your Accessibility Plan, you will need to undertake an annual Accessibility Audit. This should be completed by more than one person including teachers, parents, pupils and Governors.

Accessibility Audit		
A. External Approach and Entrance	Yes/No/N/A or other	Please give details
Is the school main entrance clearly visible and well signed? <i>(i.e. can you identify the entrance from the street, are there visual clues, signs and land marks to aid orientation)</i>	Yes	The school reception has a large sign above it with a large gate visible from the road.
Is the route to the entrance, from either the street or car park, suitable? <i>(i.e. is there an incline, does this pose a problem for wheelchair users, do crossings on approach have tactile paving, are the pathways wide enough or, if narrow, is there a suitable passing place for wheelchair users, are plants and trees cut back to avoid hazards, are the routes free from hazards such as bollards and litter bins, if there are such hazards are they colour contrasted, is there any seating provided along routes for parents/guardians waiting to pick up pupils)</i>	No	We do not have a visitor’s car park but do have a small pull in area at the front of school. We are able to open the staff carpark for long term visitors to use. We have a wheel chair ramp to the main entrance which is hazard free. The public paths along Ketwell Lane are not wide enough for a wheelchair.
Is the surface in front of the entrance (walkways/paved areas) of good quality? <i>(i.e. are there any trip hazards, would the surface cause issues for a wheelchair or stick user, are the surfaces even and slip resistant, are there any gaps or cracks that could trip people or trap wheelchair wheels)</i>	Yes	This surface is adequate.

<p>Is the main entrance accessible? <i>(i.e. are the doors manual or automatic, if manual - are the doors stiff or heavy and is the handle low enough for wheelchair users, is the door(s) wide enough for wheelchair users, is there a bell or intercom and is it low enough for wheelchair users, if there is a bell or intercom - does it have braille on the buttons and/or an LED display for the hearing impaired, are there staff on hand to help, is the signage good and clear - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance glazed so that people waiting to either side of the door can be seen by people on the other side)</i></p>	<p>No</p>	<p>This door is manual and can be stiff and heavy. There is a bell but at standing height. This bell does not have braille and is not located well. The contrast on signage is adequate. The school have taken steps to ensure the door is easier to open and have a bell, at low height in the internal entrance.</p>
<p>If there are any ramps or steps, are they suitable? <i>(i.e. are ramps wide enough to allow wheelchairs to use them and are they suitably graded, do ramps have handrails to aid walkers on both sides, are ramp surfaces slip-resistant and firmly fixed in place with no risk of movement when used, are ramp edges protected to prevent accidents, are ramp surfaces colour contrasted to aid the visually impaired, do steps have visual and tactile warnings at both top and bottom, do steps have handrails to aid walkers on both sides, are steps slip-resistant)</i></p>	<p>Yes</p>	<p>Ramp is suitable with hand rail and is a colour contrast to the rest of the pathway. The edge is also a different brick. Tactile steps nearby have been included.</p>
<p>B. Car Parking</p>	<p>Yes/No/N/A or other</p>	<p>Please give details</p>
<p>Are the parking bay markings well laid out and clearly visible?</p>		
<p>Is there good signage in the car park? <i>(i.e. is there a one-way system and is this clearly signed - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance/exit for the car park clearly shown, is the route to the school entrance clearly shown)</i></p>	<p>No</p>	<p>We do not have a car park for parents only visitors which has to be opened by a member of staff. This is tarmacked with faint lines. As we show people onto the car park we direct them into school. The lines are of sufficient quality to not require attention at this time.</p>
<p>Does the car park have suitable lighting? <i>(i.e. if leaving or arriving early/late, is there enough lighting, are any steps and ramps suitably illuminated during darker hours)</i></p>	<p>No</p>	<p>Lighting is minimal. We are in a conservation area.</p>
<p>Is there a drop-off/pick up point marked out? <i>(i.e. is the area well marked out and clearly signed, is there any seating for people waiting to be picked up)</i></p>	<p>No</p>	<p>Parents and staff are advised pickups need to be away from the school.</p>
<p>Are there any disabled parking spaces? <i>(i.e. how many are there, how accessible are they, how close to the school entrance are they, are they clearly marked and well lit, are they signposted from the entrance of the car park, do the bays have enough space for car doors to fully open - allowing disabled passengers to transfer to wheelchairs)</i></p>	<p>No</p>	<p>We have no allocated spaces but they can use the pull in at the front of the school which allows easy access to the access ramp. They may also choose to use the school staff car park if they wish.</p>
<p>Is the route from the car park to the school suitable? <i>(i.e. are walking routes for slow moving people through the car park provided and clearly marked, are there dropped kerbs for wheelchair users, are there tactile surfaces to warn the visually impaired)</i></p>	<p>Yes</p>	<p>Low kerb and wide enough for wheel chair. No tactile surfaces except on the steps to the school.</p>

C. Reception Areas	Yes/No/N/A or other	Please give details
Is the reception desk area suitable for all users? <i>(i.e. is it low or have a lower section, is there room to manoeuvre a wheelchair around to the desk, is the reception area flooring clearly marked with contrasting colours, is the area behind the reception desk suitable for disabled staff to work)</i>	No	Room to manoeuvre. As a small school, staff can easily see and come out to support wheel chair users if needed.
Is there any seating in the reception area? <i>(i.e. do any of the chairs have armrests for people who have difficulty standing)</i>	Yes	Two seats are available in reception.
Does the reception area have a hearing loop system? <i>(i.e. is there any signage indicating the availability of this system, are staff aware of the facility and its use)</i>	No	Staff work well to ensure those needing support, receive it. Staff ensure that support is provided to visitors to the school who may need assistance.
Are assistance dogs welcomed in the reception area?	Yes	
Is there good signage in the reception area and is it suitable? <i>(i.e. for the visually impaired - colour contrast between lettering and background)</i>	Yes	Signage fit for purpose.
D. Internal Circulation – floors, doors and corridors	Yes/No/N/A or other	Please give details
Is all signage in the main school areas (i.e. corridors, classrooms and halls) suitable? <i>(i.e. is direction signage clear and suitable - for the visually impaired the maximum contrast between lettering and background is recommended, such as white on black/black on white/dark colour on pale colour, are classroom signs and displays clear and suitable for the visually impaired and understandable by all pupils and staff, are the locations of standard and disabled toilet facilities clear signed and appropriately for the visually impaired)</i>	Yes	Fire signed standard ones. Toilets clearly labelled.
Is the access to all areas of the school building suitable? <i>(i.e. is there room for all users to move freely in all corridors and halls, are all corridors wide enough for wheelchair users to manoeuvre whilst still permitting other users to move past freely, is the overall layout of the school reasonably clear and logical)</i>	No	No access from Hall to any other area of the school as steps all over school. Corridors too narrow in places. Wheelchair users can access almost all areas of the school using external classroom doors to move around the site.
Are the floor surfaces inside the school suitable? <i>(i.e. are there any trip hazards or other obstacles, is the flooring slip-resistant, are junctions between surfaces clearly detailed, are the colours, tones and textures varied between surfaces and fixtures and fittings to help people distinguish them, are the floors suitably colour-contrasted from the walls or skirting boards)</i>	Yes	Trip hazard steps in a significant number of areas. Steps do have yellow strips on. Yellow paint and tape has been used to meet the needs of a pupil in Early Years.
Are the doors in to classrooms and halls suitable? <i>(i.e. are doors distinguishable from walls and other surroundings, if there are any fully glass doors - are they clearly marked to avoid accidents, are all doors wide enough for wheelchairs, where doors are manual - are they stiff or heavy and are the handles low enough for wheelchair users, do all doors - where appropriate - have vision panes and are they low enough for wheelchair users and kept notice free)</i>	No	Doors heavy fire doors. All have vision panels. All doors are accessible for wheelchair users.

<p>Is access to all floors suitable? <i>(i.e. are there any stairs in the school - is there alternate access, such as lifts, ramps, etc, do lifts have braille/LED display on the signs and buttons and verbal indicators of floors, do lifts have support rails and are they wide/large enough to allow wheelchair user access, Is there a delayed-action or override to allow slow entry/exit, Is there an audible announcement of floor level that is loud enough for the hearing impaired, are edges of any stairs painted yellow to aid the visually impaired, do stairs and ramps have tactile warnings at both the top and bottom, do any stairs and ramps have handrails on both sides to aid walkers, are they suitably graded and slip-resistant)</i></p>	<p>No</p>	<p>No access available unless come from outside and do not move around the school. Plan can be put in place as necessary.</p>
<p>Are exits to outside play/sports areas suitable? <i>(i.e. are there any steps that would prohibit wheelchairs, if there are steps - are the edges painted yellow to aid the visually impaired, are there any ramps, are the doors wide enough for wheelchairs, if there are ramps or steps - are there handrails on both sides to aid walkers and are there tactile/visual warnings at both the top and bottom)</i></p>	<p>No</p>	<p>Steps on playgrounds and steps to get to field. There are access routes to use if necessary. Funding has been sought to add ramps.</p>
<p>E. Internal Rooms</p>	<p>Yes/No/N/A or other</p>	<p>Please give details</p>
<p>Is there plenty of room to move around in the classrooms? <i>(i.e. could the classroom accommodate wheelchair or stick users, can tables and chairs be easily rearranged if needed to accommodate wheelchair users)</i></p>	<p>No</p>	<p>Classrooms currently not set up as necessary as wheelchair couldn't get in to them. This could be created if needed.</p>
<p>Do the classrooms and halls have hearing loops installed?</p>	<p>No</p>	<p>Visitors and stakeholders are encouraged to ask for support where necessary.</p>
<p>Are the rooms suitably lit? <i>(i.e. is the lighting designed to meet the needs of a wide range of users and for the intended use - including the visually impaired, are lights positions so that they do not cause glare, reflection, confusing shadows or pools of light and dark, do the rooms have controllable lights and/or blinds for windows,</i></p>	<p>Yes</p>	<p>New lighting in Key Stage 2. Good lighting in Key Stage 1. Blinds in all classes.</p>
<p>Are the noise levels in the classroom suitable? <i>(i.e. are quiet and noisy rooms separated to create a buffer zone, are the rooms free of unnecessary obtrusive noise such as heating/air conditioning units)</i></p>	<p>Yes</p>	
<p>Are chairs with arm rests and/or adjustable chairs available if needed? <i>(i.e. in the staff room, in classrooms)</i></p>	<p>Yes</p>	<p>We could move chairs in if needed although not with arm rests?</p>
<p>Are the dining facilities suitable? <i>(i.e. do dining room counters have lower level access for wheelchair users, is there good room for wheelchair user to use and manoeuvre in the hall, do the dining room counters have hearing loop facilities, do the counters have a handrail for people with dexterity impairments, if you have vending machines - are they accessible to seated people, do they have Braille and LED displays or audible responses)</i></p>	<p>No</p>	<p>Steps to access. Hatch too high. Pupils could access lunch in other areas of the school if necessary.</p>

<p>Are the schools non-classroom facilities suitable (e.g. library, sports, IT suites, main hall, etc)? <i>(i.e. does the library counter have a lower level, is there disabled changing facilities in the sports area and is it suitable for all users, is there access to any staging in the main hall for disabled people, is there seating or spaces in the audience areas for disabled access, does the hall have facilities for hearing or visually impaired people, do these facilities include hearing loops, is the signage in these facilities clear and suitable for the visually impaired, do the IT facilities cater for people with specific needs)</i></p>	<p>No</p>	<p>Hall accessible only although other areas accessible through external doors.</p>
<p>F. Toilet facilities</p>	<p>Yes/No/N/A or other</p>	<p>Please give details</p>
<p>Does the school have specific disabled toilets? <i>(i.e. are they accessible for wheelchair or stick users, how many are there, where are they located - proximity to classrooms and sports/play areas, are the signs for the disabled toilets suitable - for the visually impaired – colour contrast between lettering and background, do they have braille signs as well)</i></p>	<p>Yes</p>	<p>In entrance hall not accessible for pupils without adult supervision. Pupil disabled toilet in Key Stage 2 with changing bed.</p>
<p>Are the disabled toilets suitable? <i>(i.e. colour contrasting handrails on walls, space to transfer from wheelchair to toilet, emergency pull cord, low level access to washing facilities, are the floors slip-resistant, are all the fittings distinguishable from the background, are hand dryers and sanitary ware easily seen against their surroundings, are compartment doors easy to open both for standing and seated people, are cubicle doors colour-contrasted against the panels, are lever style taps provided to aid people with dexterity impairments, are the facilities for disabled people as close by as the non-disabled facilities, are there suitably designed grab rails throughout, is there a back rest provided to the toilet pan, is the flush handle suitable for people with dexterity impairments)</i></p>	<p>Yes</p>	
<p>G. Other facilities and information</p>	<p>Yes/No/N/A or other</p>	<p>Please give details</p>
<p>Does the school have IT and other equipment designed for disabled users? <i>(i.e. large keyboard, ergonomical mouse, screen magnifiers, adjustable chairs, adjustable tables, wheelchair accessible tables, touch screen computers, text-to-speech software, interactive whiteboards, braille readers/writers, etc - or a process, and commitment, for purchasing such equipment as the need arises)</i></p>	<p>No</p>	<p>We would purchase what was required.</p>
<p>Does the school have educational equipment and facilities, including sport and play, for disabled users? <i>(i.e. touch screen computers, text-to-speech software, interactive whiteboards, inclusive P.E lessons, modified P.E equipment, etc - or a process, and commitment, for purchasing such equipment as the need arises)</i></p>	<p>No</p>	<p>As above</p>
<p>Does the school have access to translation and interpretation support as needed? <i>(i.e. British Sign Language, all non-English languages, Easyread (using symbols), large print, braille, audio transcripts etc)</i></p>	<p>No</p>	<p>Would purchase or use free apps</p>

H. Emergency Evacuation	Yes/No/N/A or other	Please give details
Are the school's fire alarms suitable? <i>(i.e. clearly visible - including for the visually impaired, procedures for hearing impaired)</i>	Yes	
Do school staff always know who is in the building and where, including visitors?	Yes	
Are all emergency exits suitable? <i>(i.e. wide enough for wheelchair users, no steps, once outside are the routes to safety suitable for all users such as wheelchair users, visually impaired, etc, if the school has more than one floor - is there a lift that is fire-protected with an independent power source)</i>	No	Stepped in most areas but they are yellow edged. This is being looked at as part of the accessibility plan for the school with East Riding of Yorkshire Council.
Are emergency procedures suitable, and explained appropriately, to all in the school? <i>(i.e. alternate procedures for some, explained to those with language or learning issues, practices and drills)</i>	Yes	PEEPs in place for those that need them.
Please enter the names of all the people who have carried out this audit including their position/role/job title.	A J Barnett, Allan Maltby, Deborah Anderson, Mark Sutton, School Ambassadors.	
Date completed	26/6/19	
Date of review (12 months after audit)	26/6/20	

Based on the findings of the completed Accessibility Audit, an Accessibility Plan must be drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan must be developed to cover a three year period and will contain relevant actions to achieve the following three aims and in order to support the Equality Duty:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Please look at the findings from your audit report to identify any issues or areas that need improving. For each of these areas, please outline in the table below any actions that your school needs to work towards or complete, along with responsible officer, timescales and resource implications. If you also have existing actions from previous Accessibility Audits, please include these in the table too and provide an update on progress against these actions.

Accessibility Plan 2019-2022					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To ensure all pupils can access curriculum provision appropriately.	School to ensure planning reflects the needs of all pupils. Ensure aids required are purchased or renewed as necessary. Maintain training especially in sport which allows us to reflect on accessibility for pupils.	Dec 2019 and ongoing	All staff	Guided by need	EYFS pupils needs met with help of IPASS and Hearing Teacher for the deaf.
Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Ensure appropriate changing facilities to maintain dignity and safety of disabled pupils.	Disabled changing facilities build in Key Stage 1 area.	Summer 2019	A Barnett	LA for funding secured.	Completed
Ensure appropriate access for wheelchair users to and around the school site.	Continue speaking to C Jennings regarding disabled changing facilities in school. C Jennings checking legalities of this as to whether this needs doing or whether children can just be allocated another school. Relocated the school bell to a more appropriate height including braille label.	Ongoing	A Barnett	School cannot fund this so is looking to LA for funding.	Chris Jennings is in agreement that works need to take place and is starting by installing disabled facilities and shower in the school. Further works will be timetabled as funding becomes available.
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To ensure disabled visitors are signposted	Ensure all signage is easy to read and at an appropriate height.	May 2020	A Barnett	Cost of signage	

appropriately around
the school site.

Purchase outdoor signage