



**Sunshine Infant and Nursery School  
Disability, Equality Scheme and Accessibility Plan**

## EQUALITY STATEMENT

### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

Publish equality information – to demonstrate compliance with the general duty across its functions – by 6th April 2012

We will not publish any information that can specifically identify any individual child or adult

Prepare and publish equality objectives – by 6th April 2012

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Core Statements:**

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely.

Statement 7: We strive to ensure that society will benefit.

***At Sunshine, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.***

### **Addressing Prejudice Related Incidents**

Sunshine Infant and Nursery School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Governing Body and Walsall Local Authority.

**Definition of disability:** Children, young people and adults who are considered as being disabled under the Disability Discrimination Act (DDA) are all those with long term, serious disabilities which adversely affect their everyday life eg. physical disabilities (including sensory impairments), serious learning difficulties, dyslexia, diabetes, epilepsy, severe asthma, speech and language difficulties, Autism, ADHD. People with a diagnosis of cancer, HIV, multiple sclerosis and mental illness are also included in the definition.

## Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.

School Community	Responsibility
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website and on parent notice boards in the School entrance area.

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher, Governing Body and Walsall LA.

### **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall School Improvement Plan and therefore will be reviewed as part of this process as/when necessary.

Approved by Governor Policy Committee: Autumn 2016

Adopted by Full Governors: Autumn 2016

Date to be reviewed: Autumn 2019

## Our Equality Objectives

**Attainment:** To explore and understand the issues further so that the school can close the attainment gap.

**Why:** The attainment gap between children from rich and poor backgrounds is detectable at an early age (22 months) and widens throughout the education system, for example children from the lowest-income homes are half as likely to get five good GCSEs (General Certificates in Secondary Education) and go on to Higher Education.

**How:** Evaluate the impact of current methods introduced in the previous academic year. Consult with the school community; particularly make sure that parents/carers are involved. Explore best practice in schools locally and nationally who may have encountered similar issues.

**Outcome:** We intend to use the information gathered to develop projects/initiatives to develop skills in reading and writing. The focus will depend on the needs of each year group as those classed as 'vulnerable' may be so for different reasons.

### Attendance

**Equality Objective:** To explore and understand the reasons for the absence and what support can be given to individual pupils to begin to improve attendance rates. Our Pupil, Parent, Teacher Support Manager (PPTSM) works closely with children and their families to improve attendance.

**Why:** The schools attendance figures show that children we class as vulnerable are on our safeguarding list have higher absentee levels than that of their peers.

**How:** Consult with the school community that this impacts upon. Particularly make sure that parents/carers are involved and also specialist services, e.g. EWO. Work closely with the local authority to consider best practice.

**Outcome:** Improved attendance with school reaching 96% target (90% for Nursery children) – a reduced number of persistent absentees.

## OUR SCHOOL

Ethnic Categories							
White British	177	White & Black Caribbean	8	Indian	0	Any Other Black Background	1
Irish	0	White & Asian	2	Pakistani	2	Refugee	0
Any other white background	6	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	1	Any Other Mixed Background	1	Any other Asian background	2	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	2	Black Caribbean	0	Information Refused	0
White European	0	Any other Chinese background	0	Black African	2	Information Not Obtained	0

Disability Categories					
Not Collected		Needs Medication	2	Other Disability / Health Problem	2
No disability	193	Problems with Incontinence	1		
Problems with Mobility	1	Problems with Communication	2		
Problems with Hand Function		Problems with Hearing	1		
Problems with Personal Care		Problems with Vision	0		
Problems with Eating and Drinking		Problems with ASD/Aspergers	2		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	84%	172
EY/KS1 Support	11.5%	23
EY/KS1 Support +	3.5%	7
EHCP	1.00%	2

Gender	
Girls	100
Boys	104
Pupil Premium	
PP	51%
NPP	49%

Religion & Belief			
Anglican	Church of England	Sikh	
Baptist	Hindu	No Religion	<b>137</b>
Buddhist	Jewish	Other Religion	<b>2</b>
Catholic	Methodist	Unknown	
Christian	<b>62</b>	Muslim	<b>3</b>

The school is a two form entry Infant and Nursery school. The large majority of pupils are of White British origin. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are below average but are increasing. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs is above the national average – 16%. Currently there are 41% of the pupils in school whose circumstances may make them vulnerable. The school has a higher than average level of pupil mobility.

#### Consultation:

- Consultation with pupils and parents will be focused through termly review meetings (provision review meetings, pupil view forms) and School Council meetings.
- Senior Leadership Team will monitor and evaluate the plan annually.
- Consider inviting disabled people to talk to pupils about disability to raise awareness.
- Ensure the consultation process is accessible to all.

Our vision is of a fully inclusive school with equal opportunities for all, underpinned by the principles of the National Curriculum Inclusion Statement. Curriculum area plans and schemes of work will need to be scrutinised to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority in the school improvement plan. The SENCO and other senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role.

## Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

<p><b>1. Pre-planning information.</b></p> <ul style="list-style-type: none"><li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li><li>• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?</li><li>• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head Teacher, Deputy Head or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.</li></ul>	
<p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"><li>• one to one peer support</li><li>• collaborative team working</li><li>• small group work</li><li>• valuing difference of race, gender, ethnicity, disability or religion</li></ul> <p>How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</p>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"><li>- timing,</li><li>- variation of activities,</li><li>- types of activities [concrete/abstract],</li><li>- reinforcement of key ideas,</li><li>- extension work</li><li>- recall of previous work,</li><li>- links to future work,</li><li>- clear instructions.</li></ul> <ul style="list-style-type: none"><li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li><li>• Are you able to access specially adapted equipment for some students to enable them to participate fully? If not, can an alternative way be found?</li><li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li></ul>	

<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li> <li>• Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing?</li> <li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment?</li> </ul>	
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li> <li>• Appropriate use of augmented communication and ICT?</li> </ul>	
<p><b>6. Self presentation</b></p> <ul style="list-style-type: none"> <li>• Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?</li> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• How will you use your voice in the lesson, e.g. volume, tone, and make sure that all children understand you?</li> <li>• Where will you position yourself in the classroom and when?</li> </ul>	
<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with or at least communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• <i>Does their use allow all children to be equally included in the class activities?</i></li> <li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li> <li>• If you are using withdrawal, how are the groups organised?</li> </ul>	
<p><b>8. Classroom organisation</b></p> <ul style="list-style-type: none"> <li>• Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> <li>- mobility impairments e.g. circulation space, table height</li> <li>- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare</li> <li>- visually impaired e.g. maximise residual sight, if touch can reach</li> <li>- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li> <li>- pupils with short attention span/easily distracted, e.g. sit on own</li> <li>- learning difficulties who need a lot of support, e.g. next to peer supporter</li> <li>- short attention span, e.g. distraction free zone</li> </ul> </li> <li>• What seating plans are you using and why?</li> <li>• Will seating plans make use of peer support and how?</li> </ul>	

<p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"> <li>• Friendship groupings?</li> <li>• Mixed sex/same sex groupings?</li> <li>• Mixed ability/same ability groupings?</li> <li>• Specific pairs of pupils working together, e.g. stronger reader/weaker reader?</li> </ul>	
<p><b>10. How will you deal with unexpected incidents?</b> Are you aware of the systems for dealing with unexpected incidents, e.g. evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"> <li>• the allocation of teacher and support staff time;</li> <li>• being listened to/ paid attention to;</li> <li>• being respected;</li> <li>• achieving;</li> <li>• interacting with their peers.</li> </ul>	
<p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"> <li>• Do you have a scheme for assessing the achievements of all?</li> <li>• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?</li> <li>• How will you involve pupils in assessing their progress?</li> </ul>	

## Key Actions

Key Action 1	Implementation	Impact/Success Criteria	By
<b>To ensure vision and values inform the Accessibility Plan</b>			
Ensure that the vision and values are reviewed annually and reflect the needs of the disabled pupils in school. Ensure that practice matches the vision and values.	Discussion/reviews in staff meetings and Governors meetings. Questionnaires to parents, IEP reviews.	The vision and values laid down in the plan match practice. Disabled pupils are included in all aspects of school life. Parents of disabled pupils are happy with their child's level of inclusion. The vision and values match the disabled population within school.	HT, DHT, AHT SENCo Governors  Yearly

Key Action 2	Implementation	Impact/Success Criteria	By
<b>To develop data and information to support the Accessibility Plan</b>			
1. Information should be gained via the pre-Nursery Home Visit. Information about pupils should be gained via the induction meeting for pupils entering Reception and for other pupils a meeting with parents should be arranged. Medical details should be gained via the data collection form sent out every year.	Information gathered to be collated by EYFS staff and SENCO and records registered or updated by admin staff. Information passed on to all staff.	All staff are clear about the range of disability within the school and any adaptations that need to be made in response to the information.	DHT, SENCO, FS staff, Admin staff.  Yearly
2. Pupil progress meetings with staff to assess progress of pupils who are making slow or limited progress on the Attainment/Progress Tracker. 3. Advice to be sought from outside agencies (including IBSS, SLT, EP, Access and Entitlement Services) 4. SENCO attends transition meetings for pre-school age children to ensure transition into school is carefully planned, including environment adaptations and staff/training needs.	Senior Leadership Team to conduct progress interviews with staff.  SENCO to seek and arrange support meetings (including Consultation Meetings and Inclusion Planning Meetings).  SENCO to attend CP (EH/CIN/CP) meetings when appropriate. Appropriate plans are fully discussed with Head Teacher and adaptations/plans implemented.	Progress of individuals is assessed and the reasons for lack of progress analysed and strategies to address issue planned. SLT to look at the results of pupil progress meetings to get an overview of the school to inform whole school initiatives.  Advice given is implemented to improve provision.  Appropriate plans for transition into school are implemented.	SLT, teaching staff.  SENCo as appropriate.  SENCO/FS Phase Leader - DHT as appropriate.

<b>Key Action 3</b>	<b>Implementation</b>	<b>Impact/Success Criteria</b>	<b>By</b>
<b>Views of stakeholders (including governors, staff, parents, pupils)</b>			
<ol style="list-style-type: none"> <li>Views of pupils, parents and members of staff to inform priorities.</li> <li>When purchasing new resources look for positive images of disabled people e.g. reading books, posters etc.</li> <li>Communicate the content of the scheme with all members of staff.</li> </ol>	<p>Discuss at parents' evening, IEP reviews, Consultant Paediatrician Clinics.</p> <p>Co-ordinators to purchase from allocated budgets. PHSE co-ordinator/SENCO order resources.</p> <p>Discuss at staff meetings, include in the staff policy handbook.</p>	<p>Views of pupils and parents are taken into consideration when planning future targets.</p> <p>More resources including issues to do with disability.</p> <p>All members of staff are clear about their responsibilities in reference to disability. SLT to ensure staff follow procedures with regards to educational visits, etc.</p>	<p>SENCo SLT</p> <p>All co-ordinators. SENCo</p> <p>HT/SENCo/Governors.</p>

<b>Key Action 4</b>	<b>Implementation</b>	<b>Impact/Success Criteria</b>	<b>By</b>
<b>To provide an inclusive curriculum for all</b>			
<ol style="list-style-type: none"> <li>Use targeted intervention to help support underachievement of identified pupils</li> <li>A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability have been addressed.</li> <li>To increase the extent to which disabled pupils can participate in the school curriculum.</li> </ol>	<p>Teaching staff timetabled to deliver to identified pupils.</p> <p>Subject leaders to complete audit for each curriculum area.</p> <p>All staff to discuss individual pupils. Discussions at Inclusion Planning Meetings. Review meetings. Staff meetings. Discussion with parents. Staff training. Information disseminated and staff supported to make adaptations and reasonable adjustments.</p>	<p>Data analysis/trackers (SATs Assessments/ INSIGHT) shows improved attainment and progress.</p> <p>Resources, policies and schemes of work, reflect considerations of accessibility both in terms of delivery and content.</p> <p>Disabled pupils participate in the school curriculum as fully as possible.</p>	<p>HT, DHT, SENCo, Lit/Num subject leaders</p> <p>(SENCO) All staff</p>

<b>Key Action 5</b>	<b>Implementation</b>	<b>Impact/Success Criteria</b>	<b>By</b>
<b>Management co-ordination and implementation</b>			
<ol style="list-style-type: none"> <li>1. Plan to be reviewed yearly.</li> <li>2. Induction carried out for new members of staff.</li> <li>3. Scheme ratified by Governors SLT and shared with staff.</li> </ol>	<p>Staff meeting time to discuss and review plan. HT to carry out induction with new staff. Scheme presented at Governors' meeting, staff meeting and put into staff handbook.</p>	<p>All members of staff are aware about the content of the scheme so that practice matches policy. SLT to monitor the scheme to ensure it reflects the needs of the disabled population of the school, including staff, pupils, parents and visitors. SENCo to ensure all members of staff are informed if changes are necessary as a result of the changing needs of the disabled.</p>	HT/ DHT/AHT/SLT/ SENCO Yearly/ongoing

<b>Key Action 8</b>	<b>Implementation</b>	<b>Impact/Success Criteria</b>	<b>By</b>
<b>Making the plan available</b>			
	<p>Paper copies given to Governors. Paper copies in staff policy handbook. Parents informed that copies (and adapted/modified copies) are available on request. Summary leaflet available for parents</p>	<p>Staff, Governors, and parents know where to access the scheme and are well informed of the content.</p>	SLT Yearly