

Equality Objectives & Accessibility Plan 2021 -2024

Reviewed by the Senior Team – ongoing (Red, Amber, Green) Updated 1/4/23

<i>Link to Public Sector Equality Duty</i>	<i>Protected Characteristic</i>	<i>Objective</i>	<i>Target Group</i>	<i>Action</i>	<i>Responsibility</i>	<i>Timescale</i>	<i>Outcomes</i>
To promote equality of access and opportunity within our school and within our wider community.	Physical disability including sensory needs.	To improve the accessibility of the building to meet emerging needs of new members of the community.	Physical disability including sensory needs.	Work closely with outside agencies eg Sensory Needs Service and Occupational therapy to meet needs of students. To work closely with Access to Work to meet needs of employees and users of the building.	A. Webb O. Barber	July 2023	Staff and visitors have more accessible provision eg to meet needs of VI, HI and PD
To reduce discrimination, harassment and victimisation through education and awareness building.	Sexual orientation and gender.	To prevent and respond to all incidents of discrimination based on sexual orientation or gender.	All	Work with external agencies such as Stonewall to produce guidance for staff in dealing with homophobia and transphobia. To work to gain Rainbow Flag recognition for LGBTQ+ inclusion work. To work to increase number of student led advocates for LGBTQ+ issues. For LGBTQI+ and Compassionate Masculinity Lead to work with HoY to provide restorative	O Barber LGBTQ+ lead	July 2024	Staff confident in their response to homophobic/transphobic comments about other students/staff. Students confident in an LGBTQ+ inclusive environment.

				interventions to identified individuals through the behaviour log.			
To eliminate discrimination, harassment and victimisation through education and awareness building.	Race, culture and heritage.	To prevent and respond to all incidents of discrimination based on race and/or culture.	All	Work with external agencies and develop guidance and support for staff dealing with racist incidents. For Racial Literacy Lead to work with HoY to provide restorative interventions to identified individuals through the behaviour log.	O Barber Racial equality lead	Ongoing in relation to current students.	Staff confident in their response to racist comments about other students/staff. Students confident in an inclusive environment
To promote equality of access and opportunity within our school and within our wider community through education and awareness building.	Physical disability including sensory needs.	Continue to develop the inclusion area.	Hearing Impaired.	Update fire alarm system in inclusion area to include visual alert. For Disability Equality Lead to work with HoY to provide restorative interventions to identified individuals through the behaviour log.	SNS and A Webb	Ongoing in relation to current students.	Students, staff, parents and members of the community with hearing impairments to benefit from the inclusive technologies that come with a school with a special facility.
To promote equality of access and opportunity within our school and within our wider community.	Impairment	Improve accessibility of information for parents.	Visually Impaired EAL GRT	Conduct a brief survey with parents regarding the accessibility of school/parent communications. Establish guidelines for staff on the size, colour and choice of font for reading materials including policies and letters home. Ongoing work with GRT Lead at iSEND to become champion school in accessibility of information	O Barber	Ongoing in relation to current students.	Parents and outside partners able to access information about our school in appropriate format.

To promote equality of access and opportunity within our school and within our wider community.	Impairment	Ensure that all disabled students can be safely evacuated.	Restricted mobility Hearing and visually impaired.	Review the emergency evacuation and lockdown plans for students with restricted mobility and SEND needs. Consider and make explicit provision for HI & VI students in lockdown procedures.	A. Webb O Barber HSF team	Ongoing in relation to current students.	Evacuation and lockdown plans for Sensory needs students devised are reviewed for each individual student upon arrival at WCS.
All three duties	All protected characteristics	Improve information and training available to staff.	All	Renew Equalities training for all staff including a thorough exploration of what <i>reasonable adjustment</i> looks like and procedures for Equality Impact Assessments. Equality Impact Assessments to be added to the standard trips procedure checklist.	O Barber	July 2024	All trips to include consideration of the duty to eliminate discrimination and, advance equality of opportunity for all students.