



Benedict Biscop C.E. Academy Accessibility Plan 2021-2023

Protected Characteristic: Sex, Sexual Orientation and Gender Reassignment				
Priority	Action Required	Success Criteria	Timescale	Responsible Person(s)
Continue to ensure that no groups of learners are academically disadvantaged and to ensure that attainment gaps are identified and addressed.	Continue to monitor and evaluate attainment and progress of boys and girls across each phase EY, KS1 and KS2. Identify any trends and ensure actions are put in place to address any differences in attainment.	Narrowing of attainment gap	Ongoing	Headteacher Subject Leaders
Continue to promote equality of opportunity across genders and actively work to discourage stereotyping in school.	Ensure that resources; including toys and books, are non-gender stereotypical and that they are representative of all pupils. Ensure that displays in classrooms and corridors promote equality and diversity - gender/sexual orientation. Assemblies/lessons as part of Personal Development curriculum continue to routinely address/challenge stereotypes and address issues - gender/ sexual orientation	Any gender stereotyping is minimized and popular assumptions explored and challenged	Ongoing	Headteacher All staff

<p>The school to ensure all bullying incidents, including those based on Gender or Sexual Orientation are, investigated, recorded and addressed in line with school Anti-Bullying Policy.</p>	<p>Any gender/sexual orientation related negative comments to be addressed by staff.</p> <p>Stereotyping/instances of gender-based bullying is actively challenged</p> <p>All bullying to be investigated, reported and addressed, in line with school policy.</p>	<p>Gender based bullying is not tolerated and the message is clear to the school community and beyond.</p>	<p>Ongoing</p>	<p>Headteacher</p> <p>Designated Safeguarding Leads</p>
<p>The school to ensure all homophobic bullying incidents are, investigated, recorded and addressed in line with school Anti-Bullying Policy.</p>	<p>All staff be vigilant and record incidents to SLT</p> <p>Policies are adhered to.</p> <p>Staff and Governors attend relevant training.</p>	<p>Everyone feels valued and safe. No escalation or reoccurrence.</p> <p>Homophobic Bullying is not tolerated and the message is clear to the community and beyond</p>	<p>March 2021</p>	<p>Deputy Headteacher</p> <p>Headteacher</p> <p>Designated Safeguarding Leads</p>
<p>The school to investigate process of becoming a Rainbow Flag Award and Stonewall School</p>	<p>Identified staff members to attend training for the Rainbow Award and further actions to be identified following this training.</p> <p>Staff to attend Stonewall training.</p>	<p>Everyone feels valued and safe. No escalation or reoccurrence.</p> <p>Homophobic Bullying is not tolerated and the message is clear to the community and beyond</p>	<p>Ongoing</p>	<p>Senior Leadership Team</p> <p>Designated Safeguarding Leads</p>

School to ensure that toilet facilities are in keeping with National guidance regarding age, gender etc.	Adaptations to provision changed to ensure requirements are met. With extension of provision, additional toilets to be built in keeping with current regulations.	Appropriate toileting facilities in place. Pupils are staff feel comfortable using toilet facilities.	January 2021	Headteacher Site Manager
Protected Characteristic: Race, Religion or Belief				
Increase information accessibility for parents and carers with EAL	Ensure that information is accessible to all parents. School information to be available in different formats/ languages; on request. Translator/ Interpreter to be sourced for parent meetings, when needed.	All parents and carers are offered the option to access school information in their first language.	Ongoing	Office Manager Headteacher
Staff to be fully aware of the Prevent Duty and trained accordingly to identify and follow up concerns over extremist views.	In line with the Prevent Duty, to ensure that staff are vigilant in identifying and challenging extremist views; from any viewpoint.	All staff and the Governing Body to be fully trained and aware of their duty within the Prevent Duty.	January 2021	Headteacher Designated safeguarding leads

The school to ensure all Race based bullying incidents are, investigated, recorded and addressed in line with school Anti-Bullying Policy.	Staff to be vigilant re any race, religion or belief related negative comments and address issues as appropriate; with Racist Bullying not being tolerated and recorded according to the school policy.	All race based bullying to be investigated in line with the school's Anti Bullying Policy and duty to report Racist incidents.	Ongoing	Headteacher Designated safeguarding leads
Protected Characteristic: Marriage and civil partnership, Pregnancy and maternity				
Curriculum for all year groups evidences planned teaching of equality and diversity covering all protected groups <i>The school to investigate process of becoming a Rainbow Flag Award School.</i>	Diverse families to be celebrated through books such as And Tango Makes Three; used within school as story books in all year groups. The school will investigate the Rainbow Flag Award Scheme.	Pupil confidence in discussing different types of families will be increased as they regularly listen to stories which reflect family structures in modern day Britain.	2022	Curriculum Lead
Protected Characteristic: Age				
Continue to promote positive attitudes to difference and good relationships between people of different ages and actively work to discourage discrimination based on age across all policy/practices	Ensure that resources in school do not discriminate between any groups of people. Ensure that Older People are celebrated as positive role models too. (Captain Tom Moore, The Queen etc.) Continue to develop OPAL activities to ensure pupils are given the opportunity to interact with pupils of different ages and age doesn't determine activity choice.	Pupils will demonstrate respect for all groups of pupils including the elderly and those of all ages. Recruitment of staff will reflect a wide range of age groups.	Ongoing	Senior Leadership Team OPAL Team Curriculum Lead
Protected Characteristic: Disability				

<p>To monitor the involvement of SEND pupils, and other protected groups, in the take up of after school and extra-curricular clubs and activities.</p>	<p>Analysis of participation in after school and extra-curricular activities by SEND pupils and pupils from other identified groups.</p> <p>Where there is low participation identified for a particular group, actions to be identified to ensure that the activities are suitable for all pupils and that, if reasonable, additional activities and offers can be made to ensure equal participation by all.</p>	<p>Analysis of participation to reflect. Equality of access to after school and extra-curricular clubs and activities.</p>	<p>Ongoing</p>	<p>SENDCO</p> <p>Extended Services Manager</p>
<p>To monitor the attendance of SEND Pupils and other protected groups, identifying and addressing any attendance issues.</p>	<p>Weekly attendance reports for identified groups of pupils.</p> <p>Identification of any pupils or groups who have lower attendance.</p> <p>Work with the pupils and families identified, putting in to place actions to improve engagement in school and attendance.</p>	<p>Evidence of data being used to identify and address attendance issues identified.</p> <p>Analysis of attendance data to reflect no inequalities in identified groups of pupils.</p>	<p>Ongoing</p>	<p>Headteacher</p> <p>Office Manager</p>

<p>Adopt a proactive approach to identifying the access requirements of disabled parents, when their child starts school</p>	<p>Ensure the building is fully accessible to all disabled users.</p> <p>Identify a member of staff as a contact point for disabled parents.</p> <p>Use technology effectively to ensure all information from school is accessible to all parents.</p> <p>Offer a telephone call to explain letters home or a copy of a letter in bold print for those parents who need this.</p>	<p>Feedback from parents regarding the reasonable adaptations school has made to ensure they have equality of access to information relevant to their child.</p>	<p>Ongoing</p>	<p>Headteacher</p> <p>SENDCO</p>
<p>Further develop staffs' subject knowledge and understanding of different disabilities and needs. Identifying best and personalised practice to support quality first teaching.</p>	<p>School to become Deaf Aware – all staff to participate in basic introduction to sign language course.</p> <p>Class teachers aware of deaf pupil(s) and use consistent sign language across school.</p> <p>SEND joint practice development completed – facilitated by SEND specialist teacher, focusing on link between pupil premium and SEND.</p>	<p>Personalised quality first teaching provided which supports pupils with SEND to make expected progress.</p> <p>Specialist teachers identified within school to disseminate best practice.</p>	<p>Summer 2021</p>	<p>SENDCO</p>
<p>Protected Characteristic: All groups</p>				
<p>Identify performance gaps termly for each cohort by analysing achievement and performance data.</p>	<p>Termly attainment and progress data is analysed to identify any under performance by particular groups of pupils.</p> <p>Actions to be identified to remove any identified barriers to attainment.</p>	<p>Monitoring cycle to identify impact of actions identified/.</p>	<p>Ongoing</p>	<p>Senior Leadership Team</p>

<p>To promote equality and diversity through celebration of a range of role models, through Personal Development curriculum.</p>	<p>Curriculum lead to identify a range of Role Models, living and from the past, who represent diverse groups.</p> <p>Pupils to celebrate the achievement of these positive role models through learning about their achievements in engaging and motivating ways.</p> <p>If appropriate, display work in school reflecting this Role Model work.</p> <p>Where appropriate, role models and other equality themes to be promoted through Assemblies.</p>	<p>Pupils to be able to identify positive role models, from a range of diverse groups and to demonstrate respect for all people.</p> <p>Assemblies/lessons to represent diversity and to reinforce respect for all people.</p> <p>Class assemblies help all members of the wider school community to share in the school's ethos of respect and equality for all.</p>	<p>Ongoing</p>	<p>Curriculum and Personal Development Lead</p>
<p>To audit current books in school to ensure that the books are representative of diversity and portray protected groups in a positive way.</p>	<p>Staff to audit their class and shared library areas, to identify any "gaps" in the provision of books representing the diversity of modern Britain.</p> <p>If gaps in provision are identified, books to be sourced to ensure that pupils are accessing a wide range of stories that represent all groups of people in a positive way.</p>	<p>School library and class books will represent the diversity of modern Britain in a positive way.</p>	<p>Ongoing</p>	<p>Curriculum and Personal Development Lead</p>

To audit current displays in school to ensure that displays represent people from different protected groups in a positive way.	Displays in school continue to promote positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, and ethnic origins are promoted.	Displays to reinforce the diversity of modern Britain in a positive and engaging way, which spurs interest and respect in the viewer.	Ongoing	Curriculum and Personal Development Lead
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