

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

SINGLE EQUALITY / INCLUSION SCHEME POLICY

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Lead: Headteacher
Via: Standards, Personnel and Curriculum

'from potential to reality'

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SINGLE EQUALITY / INCLUSION SCHEME

School Vision: 'From potential to reality'

School Values:

Wonder	Valuing the role of curiosity in developing knowledge and understanding
Aspiration	Valuing the challenge in the journey to achievement
Respect	Valuing the worth of ourselves and the worth and diversity of others
Discipline	Valuing determination, concentration and resilience. Understanding order, process and purpose

School Mission Statement

To inspire in students a passion for lifelong learning; to work in partnerships to provide an exciting, engaging and enjoyable experience. To support high standards of achievement in a happy and secure environment.

Introduction

Our school is committed to inclusion. Whilst every child and young person in our school needs to feel included there are some individuals and groups who are at greater risk of exclusion or underachievement. These include:-

- Children and young people from Black and Minority Ethnic communities (including Gypsy and Traveller communities)
- Children and young people with disabilities/SEN
- Children from families with same sex parents
- Children and young people with certain religious observances
- Children of different Genders who are in a minority
- Children eligible for Free School Meals
- Children who are in care and are 'looked after' by the local authority
- White 'working class' boys

There are many other children who may be seen as vulnerable and this scheme could be used to support them. Also many children fit into more than one of these categories.

In addition, there are specific protected characteristics for employees and these include:-

- age
- maternity
- marriage/civil partnership

Definition of educational inclusion

An educational inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every young person matter. Our vision and values reflect our commitment to all young people. Effective schools are educationally inclusive schools that integrate diversity throughout the curriculum and school life. This shows, not only in our performance, but also in our ethos and willingness to offer new opportunities to students who may not be experiencing the same life chances. This does not mean treating all students in the same way, rather it involves taking account of students varied life experiences and needs.

Purpose

The purpose of this scheme is to set out in detail how this school intends to meet the statutory equality duties placed upon schools. It will set out the school's whole approach to inclusion and show detail of the actions we intend to take. Through this scheme our aim is to:

- eliminate unlawful discrimination,
- advance equality of opportunity and
- foster good relations between people who share a protected characteristic and those who do not.

Statement of principle

All learners are of equal value regardless of background

Our school is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and those that belong to groups who have historically suffered discrimination, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

We foster positive attitudes and relationships and a shared sense of belonging.

Our school is committed to inclusion and part of the strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners, which take into account varied life experiences and needs.

We recognise, welcome and respect diversity.

Our school publicly supports and values diversity, actively promotes inclusion and openly opposes all forms of discrimination, through work in the curriculum, displays around the school, by celebrating diversity, correspondence with parents and discussions with students.

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

We monitor our admissions, attendance, attainment, discipline and exclusions to ensure that there are no significant differences between diverse groups. Where there is any adverse impact, as a result of our practices, we will take the necessary steps to eliminate or to minimise them.

We extend the same principles to our staff and parents/carers and those who visit our school.

School Context – monitoring data – Raiseonline 2015

Aylesford School is an 11-18 mixed community school situated on the south west side of Warwick. It has 730 students on roll, including 101 in the Sixth Form. There are 350 boys and 380 girls in the school. 97.6% of the students have English as their first language, 92% classify themselves as white British/Irish/other white background, 3% Asian, 1% black African/Caribbean, 3% mixed race and all other individuals from a Chinese or 'any other' ethnic group. There are 23.7% of students on free school meals. 2.9% of students have a statement of special needs and 12% are on the SEN register. There are four LAC on roll. Attendance is currently very good and above comparative national average at 95.5% (July 2016).

Attendance

We will monitor attendance to see how non-attendance may affect certain groups. Our attendance officers are aware of issues which may affect certain communities around forced marriages and will take early actions to address any issues of concern.

What we will do if this scheme is not adhered to:

We will monitor this scheme closely through Self Evaluation and any breaches will be dealt with in the same way that breaches of other school policies are dealt with as determined by the Headteacher and Governing Body.

Reviewing

This policy will be reviewed every three years as part of our rolling programme of reviews or sooner if necessary.

We will tackle discrimination by:-

- Examining Performance Data to analyse any significant discrepancies in the attainment of specific groups;
- Promoting positive images of a diverse range of people in our classroom and corridor displays, curriculum resources, as well as through our PSHE curriculum, Assembly programme and the visitors we have into school;
- Challenging patronising or discriminating attitudes;
- Making the environment as accessible as possible and challenging anti-social or bullying behaviour against or harassment of, all learners, staff, community members and families;
- Responding within appropriate sanctions and support where cases of harassment/bullying occur;
- Keeping records of bullying and harassment against individuals in protected groups.

We will promote equality of opportunity by:-

- Removing barriers to accessibility, particularly in relation to our environment, our teaching, learning and the way we provide information;
- Demonstrating the social model of disability in relation to our responsibilities as an employer, our partnership and our community work.
- Involving different groups of learners, their families, and staff in the changes and improvements we propose to make and implement;
- Consulting with different groups of learners, their families, and staff on issues affecting them rather than with people acting on their behalf.
- Encouraging active participation of different groups of learners, parents and staff in all aspects of all school life.
- We will monitor participation of different groups in educational visits and extra-curricular activities to ensure vulnerable groups are not missing out.

We will foster good relations between different groups by:-

- Participation in school exchanges with schools that have different diverse backgrounds
- Sharing different cultures and experiences through the school curriculum, school activities and trips and visits

Participation of Parents

- We will also monitor attendance/participation and consult different groups of parents to ensure they are able to attend parents' evenings, special assemblies, concerts, PTA events etc.
- We will review the format of parental consultations, offer opportunities for both formal and informal discussion about student progress, survey parents for their views. This includes a large bi-annual survey of parents and students attitudes.

- We will adopt a 'postcards home' approach - a postcard with brief details of a positive achievement. This will help especially if there is a tendency to only contact home when something negative has happened,
- We will hold family learning events to support parents who may have had a poor educational experience themselves and workshops to explain subject areas and how parents can support their children.

RACIAL EQUALITY ACTION PLAN

Name of School - Aylesford School and Sixth Form College

Date: 2016-2019

Theme	Strand	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum	R	<p>To Promote Positive Attitudes Embed global and anti-racist perspectives in the taught and hidden curriculum alongside all types of discrimination through:</p> <ul style="list-style-type: none"> • use of inclusive resources with positive images and messages about cultural diversity. • Recognise contributions made by BME communities e.g. World Wars. • Celebrate national events. • Invite positive role models to talk to students. • Organise trips to places that raise awareness of diversity. • Variety of themes for assemblies. • Displays reflect inclusivity. 	On-going	<p>Department schemes of work</p> <p>Assembly rota</p> <p>Time for trips</p> <p>Staff INSED</p>	<p>All staff</p> <p>SCP</p> <p>PYN</p> <p>SCP</p> <p>Head of History/Ethics</p> <p>HODs</p>	<p>SLT/ Governors</p> <p>HAL</p> <p>SLT</p>
		Encourage co-operative and collaborative approaches to	On-going	Schemes of work	<p>All staff</p> <p>All staff</p>	<p>HODs</p> <p>SLT</p>

		<p>learning ensuring that students' cultural experiences are reflected and built upon positively.</p> <p>Ensure that equal opportunities are given regardless of race.</p> <p>Ensure creative effective learning environments for all students utilising feedback from student groups and student survey.</p> <p>Involve parents in survey.</p>	<p>On-going</p> <p>Annually</p> <p>3 yearly</p>	<p>Staff INSED</p> <p>Student focus groups</p> <p>Kirkland Rowell survey</p>	<p>SCP</p> <p>SLT</p> <p>SLT</p>	<p>HAL</p> <p>HAL</p> <p>HAL/ Governors</p>
Access to Wider Curriculum	R	<p>Identify any barriers to participation in extra-curricular activities.</p> <p>Ensure school activities are accessible to all students.</p>	<p>On-going</p> <p>On-going</p>	<p>Staffing of activities</p>	<p>All staff</p> <p>All staff</p>	<p>SLT</p> <p>PYN</p>
Impact Analysis	R	<p>Ensure all policies consider the implications of racist issues. Involve stakeholders.</p> <p>Use quantitative and qualitative data to monitor progress of all ethnic groups. Compare school data with national standards.</p> <p>Use data to raise standards and ensure inclusive teaching so that all students fulfil their potential regardless of ethnic group.</p>	<p>Annually</p> <p>Annually</p> <p>On-going</p>	<p>Time to review policies</p> <p>Kirkland Rowell survey results Data - admissions - attendance - exclusions</p> <p>Exam results Trackpoint levels/grades Raise on line</p>	<p>HAL</p> <p>SLT</p> <p>HDS</p>	<p>Governors</p> <p>HAL/ Governors</p> <p>HAL</p>

<p>Access to the Environment</p> <p>Premises:</p>	R	<p>Site bookings open to the needs of all groups.</p> <p>Regular 'walks' of the site to monitor the good access arrangements.</p>	On-going	Governors	<p>Site Manager</p> <p>HAL</p>	HAL
<p>Attitudes</p>	R	<p>To work actively to eliminate any harassment or bullying on the grounds of racism.</p> <p>To ensure that all of our students feel confident and valued. Any incident of racism will be recognised and dealt with consistently according to the school policy:</p> <ul style="list-style-type: none"> • Parents will be informed of action taken. • Incidents will be reported on the Racial Incident Form. <p>Regular items in the Newsletter highlighting achievements of students from different groups.</p> <p>Rewards system is inclusive.</p> <p>Ensure parents receive clear and regular communication about student progress and school developments.</p>	<p>On-going</p> <p>Termly</p> <p>On-going</p>	<p>Staff INSED. Bullying data records, feedback from Student surveys</p> <p>Input from staff as a whole</p> <p>Cost of merits/commendations/post-cards home Newsletter, reports, letters home, parents' evenings, meeting time, website</p> <p>EAL Teaching Assistant. EMTAS service if appropriate, translation/alternative format if necessary</p>	<p>SCP/HAL</p> <p>SLT HOSPs</p> <p>HAL</p> <p>All staff</p> <p>SLT</p> <p>OLV</p>	<p>HAL</p> <p>HAL/ Governors</p> <p>Governors</p> <p>SLT</p> <p>HAL</p> <p>CHM</p>
<p>Access to Information</p>	R					

Involving Stakeholders	R	Consult with the relevant people and use information to identify equality objectives and actions.	Annually	Consultation meetings	SLT	Governors
		Maintain links with community organisations, local businesses, the Police, representatives from local faiths, support agencies to support multi-cultural dimension in the curriculum.	On-going	Local contacts	CHM HOSPs HODs	HAL
		Raise awareness of this scheme and its aims through Staff INSED, Governors' meetings, newsletter and the curriculum.	Annually	Meetings and newsletter	HAL SCP	Chair of Governors
		To ensure staff have up to date knowledge to deliver the curriculum/effectively challenge any incidents of racism.		Induction staff INSED	SCP HODs	HAL
		We adhere to LA policy of guaranteeing an interview to job applicants who meet the essential criteria.		Ensure Interview material is free from discriminatory information	HAL	Chair of Governors
		To promote equality of opportunity for staff: <ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development. 	On-going	Details from applicants CPD records	HAL	Chair of Governors

COMMUNITY COHESION ACTION PLAN

**Name of School - Aylesford School
and Sixth Form College**

Date: 2016 - 2019

Theme	Strand	Tasks	Timescale	Resources	Monitoring
<ul style="list-style-type: none"> Provide opportunities for students to express their ideas, be creative and have a voice in school and the wider community. Staff involve members of the local community in teaching and learning as appropriate. 	Teaching and Learning	School Council elections for tutor group reps School Council periodically provide 'suggestion box' to tutor group Students periodically contribute to school Newsletter	Annually	Time for Council Meetings (staff and students)	SLT
		Exploration of broader and more expansive opportunities for a broad range of local community groups and local individuals to contribute to lessons, tutor periods, and year group assemblies	Termly	Time within Tutor periods	HoSP
			Half-termly	Time within Tutor periods	HoSP
			On-going	Discussion/planning time at HoSP/MLP Meetings	SLT

<ul style="list-style-type: none"> Students learn directly with and from each other to provide a stimulating and thought-provoking learning environment. 	Teaching and Learning	<p>Expansion of opportunities for Sixth Form students to assist staff with the teaching of Primary classes</p> <p>Explore opportunities for formal recognition (Awards Evening presentation, certificates, badges etc) for individual's contribution to community cohesion enhancement</p>	<p>Weekly</p> <p>Fortnightly</p>	<p>Time for planning/organisation by Director of Sixth form and and Aylesford Primary School</p> <p>Time for planning/organisation by Director of Sixth Form and Director of Student Induction</p>	<p>SLT</p> <p>SLT</p>
<ul style="list-style-type: none"> Students are taught how to identify their commonalities and differences in a positive way. 		<p>Wider publicity of all departmental trips abroad to inform and celebrate other cultures and communities. (eg publicity through assemblies, poster displays in Foyer and/or Library</p>	<p>On-going</p>	<p>Sundry stationary display items as required</p>	<p>SLT</p>
<ul style="list-style-type: none"> Students are encouraged to develop an enthusiasm for learning more about others in their local community 		<p>Citizenship, History and Geography field work projects involving study of local communities</p> <p>Christmas Food Hampers distributed to local elderly people.</p>	<p>On-going</p> <p>Annually</p>	<p>SL in Ethics, History and Geography</p> <p>Co-ordinator of One World Group</p>	<p>SLT</p> <p>SLT</p>

<ul style="list-style-type: none"> Students have a strong sense of belonging; they know what is expected of them and what they can expect from others. Students develop a sense of social justice and know the action to take over bullying and inequality incidents witnessed. Children can explain the ways in which we are all the same and develop an interest in and respect for cultural and religious differences. 	Teaching and Learning	<p>Further development of Tutor group identities through 'year periods', tutor group assemblies, tutor group outings on Activity Day</p> <p>Student conduct/agreements in every planner. Message reiterated in whole school assemblies and tutor periods</p> <p>Work in Citizenship lesson</p> <p>Positive student responses to this issue are documented and celebrated (displayed in classrooms) in many subject areas - particularly, RE, Citizenship, Geography and History lessons</p>	<p>Half termly year periods; weekly tutor group assemblies Annual Activity Day event.</p> <p>On-going</p> <p>On-going</p>	<p>KS3 and KS4 Tutors; HoSPs</p> <p>HoSPs</p> <p>SL for Ethics</p> <p>Staff in various identified curriculum areas</p>	<p>SLT</p> <p>SLT</p> <p>SL</p> <p>SL</p>
<ul style="list-style-type: none"> Further reduction in the number of racist incidents reported. 	Equity and Excellence	<p>All racism incidents recorded and dealt with according to agreed school policy</p>	<p>On-going</p>	<p>SLT forward any details to the LA</p>	<p>SDP</p>

<ul style="list-style-type: none"> The profile of ethnic minority students is raised within the school and wider community. Achievement of ethnic minority has increased. 	Equity and Excellence	<p>Analytical breakdown of standards and achievement data records progress and achievements by all groupings and publicised to staff</p> <p>All departments ensure that the ethnicity of students does not disadvantage their access to the curriculum</p>	<p>Annually</p> <p>Annually through SIR</p>	<p>SLT provide information in whole staff meeting</p> <p>Data analysis is undertaken by SL and reported to SLT</p>	<p>SLT</p>
<ul style="list-style-type: none"> School culture embraces its own community and create a sense of family identity. 		<p>Whole school community is brought together in final 'House Assembly' and other special events (eg Sports Day, 'The Big Sing')</p> <p>Christmas Assembly, Sixth Form Charity Week, Sponsored Walk, Enterprise Days, Concerts and Productions</p>	<p>On-going</p>	<p>Events organised by SLT, SL for PE, Director of Music as per school calendar</p>	
<ul style="list-style-type: none"> Curriculum links between schools and across phases led to an increase in students' confidence Students feel more confident as they undertake the transition phase from junior school to Aylesford 		<p>Year 5 primary school students are taught by Aylesford Staff in a series of outreach workshops</p> <p>Primary integration and cross phase working e.g. Sixth Form, year 7 Buddies, Curriculum initiatives Science and Drama</p> <p>Year 6 Induction Day event is organised every June prior to commencement at Aylesford for all involved in following September</p>	<p>Annually</p> <p>Annually</p>	<p>Time for meetings involving Year 7 Pastoral Leader and appropriate SL</p> <p>Year 7 Pastoral Leader and appropriate SL</p>	<p>SLT</p> <p>SLT</p>

<ul style="list-style-type: none"> Parents are encouraged to be involved in learning which increases opportunity to work together in the community. 	Equity and Excellence	Aylesford provides 'Homelink Evenings' for parents of each year group which highlight issues of relevance to parents and students in each cohort (eg Information about Key Stage 4, Sixth Form and UCAS application processes for Year 9, Year 11 and Sixth Form students and parents respectively)	Termly (as per school calendar)	Time for event organisation by HoSPs	SLT
<ul style="list-style-type: none"> Opportunity to work with people from different backgrounds and learn from each other. 	Engagement and extended services	Recent Kirkland-Rowell student surveys indicate that there are no social barriers between students of (perceived) different socio-economic or ethnic backgrounds French trip, Black Country Museum, Thackrey Medical Museum, Year 7 Residential and Operation Wallacea	Surveys undertaken periodically	Time for selected students to undertake survey	SLT
<ul style="list-style-type: none"> Barriers broken down between children and older people in the community. 	Engagement and extended services	Christmas Food Hampers collected and distributed to local elderly people	Annually	Coordinator of One World Group	SLT
<ul style="list-style-type: none"> Identifying of community speakers, interviewees and resources that students could use. 		All staff are encouraged to network and pass on details of prospective community partners to SLT, HoSPs and Subject leaders organizing events Enterprise Days, Awards Evening, Year Assemblies and Full Assemblies	On-going	Staff Meeting agenda item	

GENDER EQUALITY ACTION PLAN

Name of School - Aylesford School and Sixth Form College

Date: 2016 - 2019

Theme	Strand	Tasks	Timescale	Resources	Responsibility	Monitoring
<u>Access to Curriculum</u> <i>Quality of Learning Environments</i>	G	<ul style="list-style-type: none"> * Ensure learning environments are effective in promoting gender equality * Use 'Student Voice' feedback where applicable 	Annually	Check displays with Governor, students and Parent (prior to Open Evening)	Teaching and Learning and Behaviour Lead with students and Governor	SLT and Governors
<i>Resources</i>	G/SO	* Ensure that curriculum resources show different family groupings.	Annually	Departmental Heads to check resources with staff	Departmental Heads	SLT and Governors
<i>Awareness</i>		* To ensure that students are aware of LGBT (Lesbian, Gay, Bisexual and Transgender) issues and that they are discussed alongside all types of discrimination.	Ongoing	Staff Training	Appropriate departmental Heads	SLT and Governors

<p><u>Curriculum</u></p> <p><i>Quality of Opportunity</i></p>	G	<p>* Ensure that equal opportunities are given regardless of gender.</p> <p>* Where we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex.</p>	<p>Ongoing</p> <p>Ongoing</p>		<p>All Staff</p> <p>All staff (PE especially)</p>	<p>SLT/Governors</p> <p>SLT/Governors</p>
<p><i>Information, Advice and Guidance</i></p> <p><i>Teaching and Learning</i></p>		<p>* Where options are offered, they are done in such a way that boys and girls are not steered into making choices based on gender stereotypes.</p> <p>* Advice and information to be given to parents in supporting the above decisions.</p> <ul style="list-style-type: none"> Teaching and Learning methods, class room organisation and assessment procedures reflect the potential different needs of boys and girls. 	<p>Annually</p> <p>Annually</p> <p>Ongoing</p>	<p>Staff Training (LA)</p>	<p>Tutors/Heads of Student Progress/ Heads of Department</p> <p>As above</p> <p>Departmental Heads/All Staff</p>	<p>SLT/Governors</p> <p>SLT/Governors</p>
<p><u>Access to Wider Curriculum</u></p> <p><i>Removal of barriers</i></p>	G	<p>Ensure a balance in terms of provision of opportunities for girls and boys.</p> <p>Identify any barriers to participation in extra-curricular activities.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Sports and Recreational Activities, Drama and Music productions. Trips and Visits</p> <p>Staffing of activities</p>	<p>All Staff</p> <p>SLT</p>	<p>SLT/Governors</p> <p>Governors</p>

Opportunities		Ensure school activities are accessible to all students. Ask students for suggestions for activities.	Ongoing Ongoing	Availability of trips for all who want to go Meeting Time Potential cost of activities	SLT	Governors Governors
<u>Impact Analysis</u> Raising Standards	G	Analyse impact of equalities on behaviour, anti-bullying, visits, homework, uniform, attendance, admissions. Involve 'Student Voice' in reviews of above policies. Analyse and monitor achievement data on basis of gender. Use data to raise standards and ensure inclusive teaching so that all students fulfil their potential, regardless of gender. Analyse Behaviour and Attendance data and look for patterns/gender split.	Annually As appropriate Annually Annually Annually	Time to review policies Data Data. Focus on boys attainment and progress in English Data	SLT SLT/Heads of Department SLT/Heads of Department SLT Behaviour and Attendance Lead	Governors Governors Governors Governors
<u>Access to the Environment</u> Premises: Equal access	G	Ensure clear signage for male and female facilities. Ensure equal numbers of facilities for both genders.	Annual checks Annual checks	As required	SLT/Site Manager	Governors

<p><u>Attitudes</u></p> <p><i>Promoting positive attitudes.</i></p> <p><u>Access to Information</u></p> <p><i>Involving stakeholders</i></p> <p><i>Raising Awareness</i></p>	<p>G</p> <p>G</p>	<p>To work to actively eliminate harassment and discrimination on the grounds of gender.</p> <p>To ensure that any bullying or harassment of a sexual/ gender nature involving students or other adults is dealt with, and recorded, in line with the Anti-Bullying and Behaviour Policy (including homophobic bullying).</p> <p>Consult with relevant people and use information to identify equality objectives and actions.</p> <p>Raise awareness of this scheme and its aims through staff training, governors' meetings, newsletter and the curriculum.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Annually</p>	<p>Policy updates Meeting time Reviewing data on a regular basis at SLT level</p> <p>Consultation Meetings</p> <p>Meetings and Newsletters</p>	<p>All staff</p> <p>SLT</p> <p>SLT</p>	<p>SLT/Governors</p> <p>Governors</p> <p>Governors</p>
<p><u>Staff</u></p> <p><i>Rights and Responsibilities</i></p>	<p>G</p>	<p>Monitor data in relation to recruitment, retention and professional development and training.</p> <p>Ensuring rights for maternity leave, paternity leave, maternity cover and return to work.</p>	<p>Annually</p> <p>Ongoing</p>	<p>Relevant data recorded and kept on file</p> <p>Legal requirements met and information communicated</p>	<p>SLT</p> <p>SLT</p>	<p>Governors</p> <p>Governors</p>

DISABILITY EQUALITY SCHEME ACTION PLAN AND ACCESS PLAN

Name of School - Aylesford School and Sixth Form College

Date: 2016 - 2019

Theme	Strand	Task	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum		On-going staff training in improving access for students with disabilities ➤ 2010 – 11 Focus on VI and ASD ➤ 2011-12 Focus on SPLD	On-going	Staff INSED	All Staff SENCo	SLT Governors
Access to Wider Curriculum		<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers ▪ Work with extended school co-ordinator to increase opportunities available 	Bi-annually On-going	Use of disadvantaged subsidy and school fund	External Services SLT	HDT Governors
Impact Analysis		Ensure all school policies consider the implications of Disability Access	Annually	Time to review policies Training for lead staff and Governors	SLT	Governors
Access to the Environment / Premises		Joint Health and Safety/ Disability Access check of the premises	Termly	Time Training for appropriate personnel	Site Manager/ SLT/Health and Safety Governor	HDT Chair of Governors

Theme	Strand	Task	Timescale	Resources	Responsibility	Monitoring
Attitudes		Increase peer awareness to promote positive attitudes to disability through: <ul style="list-style-type: none"> ▪ Assemblies ▪ Newsletters ▪ Talks by SENCo ▪ Community Groups 	On-going	Time	HoSP All Staff SENCo	HDT Governors
Access to Information		Ensure access to information by providing documents in alternative formats on request	On-going	Newsletter, reports, letters home, website	SLT	HDT
Staff		To ensure staff have updated knowledge to ensure equality of opportunities for all stakeholders with disabilities	Annually	INSED and staff meetings	Assistant Head (Teaching and Learning)	HDT Chair of Governors
Stakeholders		Regular meetings of the DES Steering Group to review, modify and set targets	Termly	Time	DES Steering Group SENCo	HDT Chair of Governors

Aylesford School Accessibility Plan/Disability Equality Scheme – 2016-2019

This plan outlines the schools intent to make reasonable adjustments and to plan strategically to increase access and provision over time.

Action	Heads Ref	How Achieved	I/C	How evaluated who monitors	Resources/costs
Developments to benefit disabled users.	5,6,7	Wide vehicle access and clear parking arrangements. Clear and informative signage Automated door access to reception area Site team to support lift access when needed.	HOM	GRL	Site development cost centre
Classroom organisation to support learners with sight/hearing difficulties	6	Message articulated to staff through regular Monday/Wednesday meetings. Some small group provision	HoSP	CHM	Teacher time
Maintain and develop the physical access and egress to and from school buildings	9	All ground floor entrances are ramped enabling wheelchair access to all buildings including disabled toilets facilities. Large access doors provided	HOM	GRL	Site development cost centre
Accessibility to maths rooms specifically	9	Short term stair seat. Long term lift up to third floor when high costs of this action allow	HAL	GOV	Site budget - not high priority First floor classroom provided when necessary
Maths class adjustments when needed for infirmity or physical disability	6	Lessons taught in F17 - first floor classroom - rather than second floor	MCR	HAL	timetable adjustments
Vision and values that promote positive attitudes	all ref pts	Prospectus, website, assemblies, citizenship and PSHE	HAL	GOV	£6000 every three years time in developing inclusive culture
To monitor and report on the progress of children with SEN and disabilities	5,6	Annual report to Governors from the SENCO Distribution and analysis of Raise on line and response to outcomes	OLV	GOV	Staff Time
Emotional and health issues supported through our inclusion centre on an as needs basis	6	3 full time and dedicated staff work on bespoke provision for students who are anxious, fragile, disengaged, disaffected or reluctant to learn	MCC	CHM	Staffing and capitation £60,000
Promotion of the student voice for all students	8	Teaching and Learning Focus Group Behaviour Focus Group Student Learning Council	MKN CHM	HAL	£500
Monitor the recruitment, retention and development of disabled employees	8	Information held centrally on new appointments Individuals needs met as required in	SHR	HAL/GOVS	Ongoing recruitment costs

		relation to access and mobility. Reasonable adjustments made as required			
Ensuring the elimination of any potential harrassment related to disability	9	Behaviour policy, anti-bullying code Teaching and Learning/EO Policy Positive modelling of disabled people in lessons where appropriate	CHM MKN	HAL/GOV	Staff Time and training
Involvement and support of outside agencies	7	Buy in Integrated Disability Services in specific cases eg counselling On-going work in conjunction with DISCS on Communication Friendly Environment	OLV	HAL/GOV	Within the SEN budget and intervention plan
Providing information for students, parents and the community in different formats as required	5	Use of Widgit symbols, Braille, enlarged fonts and/or reduced and simplified language when appropriate	OLV	HAL/GOV	£200
High quality recreational facilities	9	External chairs and tables suitable for all users	HOM	GRL	£1,000
Learning Support Unit provision for individual and small group support in response to EHCP and internal recognition of need	5,6	Assessment of need and type of provision required. Managed by SENCO and delivered by teachers and teaching assistants			Staffing and capitation £400,000
Involve F&P Governors in action planning	8	Monitoring facilities and policy Walking tours and inspections	Chair	Full Gov	Time to tour every half term
To ensure good levels of progress for all, through a detailed intervention programme	6	Separate Disadvantage, Year 7 catch up and 'Most Able' plans	MKN	HDS	Use of Pupil Premium and Year 7 catch up funding