Nash Mills CofE Primary School

Equality Information and Objectives
and Accessibility Plan

Created: May 2024

Ratified: May 2024

Last Interim Review: n/a

Next Full Review: May 2027

"Nash Mills C ofE Primary School is a fully inclusive school. The school promotes inclusion across every aspect of school life. We are a family, defined by our core Christian values:

Love of Learning, Love of Life, Love of One Another

Introduction

At Nash Mills, we strongly believe that every member of our school community should be part of a happy and caring environment in which we can *learn, achieve, and work together* regardless of race, religion, gender or ability. We aim to equip pupils with an awareness of our increasingly diverse society, an ability to celebrate difference and a desire to be part of it.

Under the Equality Act (2010), school should have published Equalities Information and an Accessibility Plan. The Equality Act (2010) replaced all existing equality legislation and carries the message that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". This plan is listed as a statutory document by the Department for Education (DfE) and must be reviewed every three years. The aims of our Accessibility plan will run for up to five years but must be reviewed and evaluated regularly.

This policy will be discussed at the Governor's School Improvement sub-committee and will be monitored by the INCO and the Headteacher.

Our Equality Objectives

As detailed on our Equal Opportunities Policy, at Nash Mills we have six key equality objectives:

1. **Admission** - The school follows the LEA/Governing Body Admission Policy, which does not permit gender, race, colour, religion or disability to be used as criteria for admission.
2. **Registration** - Pupils' names must be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.
3. **Discrimination** - All forms of discrimination by any person within the school will be treated seriously. Such incidents will be recorded using CPOMs and offending individuals will be told that such behaviour is unacceptable. Further steps will be taken in line with our behaviour policy or parent Code of Conduct if necessary.
4. **The Curriculum** - All pupils must have access to the school's curriculum, which should have a clear intention to provide a specially enriching experience for all of our pupils. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive to the needs of all pupils.
5. **Language** - The school views language diversity positively and staff must be aware of the languages and dialects spoken by pupils and their families. Pupils and staff must feel that their languages and dialects are valued. They must therefore be allowed to use their home language in school but never use it knowingly to exclude others.
6. **Resources** - We aim to provide for all pupils irrespective of any barrier or difference. Variety should be evident in the morals, stories and information offered to all children. Pupils should have access to accurate information about similarities and difference between cultural groups.

Nash Mills C ofE Primary School
Accessibility Plan and Equality Objectives
2024-2027

Physical Access			
Objective	**Actions**	**Priority**	**Evaluation**
To explore how pupils and parents could feel safer on their way to and from school.	- To continue to engage with the local council about regular cutting of the bushes to maintain a wider pavement and pathway outside of school. - To discuss options with the council as to reducing the amount of pooling water along the main road at times of heavy rainfall as to maintain pavements.	M L	
To better separate moving traffic and pedestrians in the school carpark.	- To investigate installing a pathway alongside the school driveway that can be used by pedestrians. - At the start and end of the school day, to have times where no cars are allowed to move inside the carpark to improve safety for pedestrians. - To purchase a sign to prevent cars entering the carpark at times of heavy pedestrian traffic.	L H H	
To consider ways in which symbol-based signage can be installed within school to aid communication for those with SEND.	- To investigate the use of symbol-based signage and how this can be used to support learners. - To purchase an appropriate board, one for the main playground and one for the EYFS area. - To run staff training on the use of such a tool.	L L L	
To consider ways in which the playground can be zoned or spaced out to provide additional space for pupils to play.	- Complete the installation of new play equipment and create a plan for its use on a rota each day. - To introduce playground play leaders to run activities and games on the playground each day for younger pupils.	M M	
Access to the Curriculum			
Objective	**Actions**	**Priority**	**Evaluation**
To continue to develop a whole school pedagogical approach to learning, which supports all pupils to retain and revisit key learning.	- To continue to refine the curriculum in each subject in order to provide real clarity on what pupils will learn and when. - To develop staff understanding of how pupils learn and how specific tools can be used within learning sequences to support pupils' learning and retention. To include:	H	

Objective	Actions	Priority	Evaluation
	▪ Hinge point questioning. ▪ Understanding of cognitive load ▪ Spiral curriculum offer. - To monitor and develop the use of these tools.		
To increase pupils' understanding of how they learn best and how they can express this understanding.	- To plan specific times for pupils to learn about learning; gaining understanding of what they can do to be great learners and how they can make choices in their learning to be the best that they can be. - To develop a whole-school consistent lexicon for this.	H	
To continue to develop methods for pupils recording their learning in a way that meets their needs.	- In each subject area, to continue developing the use of floor or project books where appropriate to support pupils to have clarity on what they are learning and to be able to record in a way that meets their needs.	M	

Access to Information			
Objective	**Actions**	**Priority**	**Evaluation**
To develop methods whereby school communication can be translated by parents into a home language.	- To move the school newsletter onto Google Sites or another web-based programme to allow translation. - To investigate ways of supporting parents to be able to contact the school in a way that means communication can be translated.	M M	
To develop ways in which parents and pupils can more easily access staff support when it is needed.	- To revisit how pupils are able to share concerns and run a project with wellbeing representatives to ensure this is secure. - To consider ways in which parents can access staff at the start or end of the day to raise any small issues or concerns.	H M	
To support parents in keeping up with school correspondence through streamlining and planning how information is shared.	- To investigate further ways in which information sent to parents can be collated or shared so that there is less chance of it being missed. - To ensure that correspondence, particularly are set events such as trips, is sent in plenty of time.	M M	

Formulation of Plan

This policy has been developed and drawn up based upon the findings of a consultation carried out between January 2024 and February 2024.

This consultation considered our Equality Aims, information supplied by the Local Authority, and discussion with different stakeholders:
- Pupil Focus Meetings were carried out with random samples of children and whole class groups to ascertain attitudes and understanding of our current practices and gain ideas as to how we could improve.
- A Parent Survey was completed, which provided a range of views and suggestions to develop our practices.
- Discussions were held with different members of staff to gain their views.

Further information on these consultations can be found in Appendices A and B.

The plan shows that, as a school, we are committed to taking positive action in the spirit of the Equality Act (2010) regarding developing a culture of inclusion, support and awareness within the school. It sets clear targets as to how we can improve access to the school within a given timeframe in a way that is reasonable and practicable.

The aims of the plan are organised into three distinct areas:
- **Physical Access** – We aim to ensure that our school site is, as much as is reasonably practicable, fully accessible to all of our pupils, staff, parents and visitors. Although we recognise that the multi-storey layout of our building will be preventative to people with specific disabilities, we can change other areas to increase access.
- **Access to the Curriculum** - In line with our Teaching and Learning Policy and School Development Plan, it is our aim that all pupils are able to learn and achieve together regardless of any barrier that they might have. This is closely monitored by different leaders within the school and covers not only teaching, but also access to after-school clubs, leisure and cultural activities or school visits.
- **Access to Information** – We aim to ensure that all key information that we produce as a school is available and accessible to different members of our community and that we communicate effectively with all stakeholders.

Review of Previous Objectives

As part of the new plan, it was necessary to consider whether previous objectives had been met. The findings of this are summarised in the table below:

Physical Access	
Aims	**Outcome and Evaluation**
To improve the school's physical environment	The whole school has been redecorated internally over the past 3 years with classrooms given feature walls to support pupils focusing on the interactive screens. All spaces are now in an improved state and a maintenance programme is in place to ensure that this continues.
To improve the signposting around the school site for visitors.	Signage has been added internally and around the school building, including a number of directional signs to help visitors. Signage at the front of the school has also been improved to help visitors identify where our school is.
To improve safety of pupils, parents and visitors getting to and from school and on the playground before and after school.	The school engages in the Hertfordshire Road Safety scheme and has developed a travel plan for this. Mrs Barr-Wilson has worked with pupils to elect Travel Ambassadors who are able to support this scheme. Through pupil courageous advocacy work, we have worked with the local council to have the speed limit outside of school reduced to 20mph whilst the beacons are lit. We have also moved fencing within school which means that the top gate can be open for longer, allowing families to enter the school grounds without having to use the road.
Access to the Curriculum	
Aims	**Outcome and Evaluation**
To develop an Intent for learning which promotes the needs of all learners.	This has been highly successful and was noted within our OFSTED report. We are now participating in a project to boost pedagogical approaches, which will further develop this work. The school development plan has been written to continually explore ways of promoting these aims and allowing for further research and development in this area.
To clarify consistent routines across the school for pupils to know what they are learning and how they can be the most successful.	There are opportunities within the curriculum to recognise key dates for example Black History Month or Holocaust Memorial Day. Assemblies, class activities and/or visits are carried out to support pupils' understanding of these days. This is continued through the school's RE and PSHE curriculum. This has been adapted to meet the specific needs of learners over time. Examples would be the use of different Social, emotional, mental health provision. We have employed our own mental health worker for half a day per week, as well as using DESC and a counsellor provided by Kings Langley support services.
To provide opportunities for parents to see and understand the successes of pupils, including around access, inclusivity and	This has developed in recent years; we now offer parents of EYFS pupils the opportunity to speak with staff at three-weekly coffee mornings. Other parents have planned opportunities to find out about our curriculum approach. The school newsletter has also been redesigned to share key information from within school, including examples of learning and what pupils have been doing in school. In addition, key information on attendance is

diversity.	shared. This happens weekly.
To develop the level of Cultural Capital within the curriculum to ensure that pupils are exposed to local and wider aspects of British history.	The entire curriculum has been rewritten to support this, with a focus on history, and was a successful focus within our OFSTED inspection. The school's EDI work and projects have helped to develop an approach to supporting all to be proud of, and able to recognise, their individuality. Trips and visits have been mapped across the school to ensure coverage and impact in terms of the best time for them to take place to maximise learning.
To develop the intrinsic needs of learners.	This has been developed within school; pupils are engaged and enjoy learning. As our current curriculum focus on pedagogy progresses, we will be able to look at this again.
To consider ways in which pupil leadership could be further adapted to allow access and understanding for all pupils and to ensure that it is relevant to them.	Different groups of pupils have developed different areas of responsibility within school, including peer leaders, reflections ambassadors and travel or eco ambassadors. This work will continue.

Access to Information	
Aims	**Outcome and Evaluation**
To improve communication with parents	Since the initiation of the previous plan, the school has a new website, phone system and data management system, which has completed changed how we communicate with our school community. Outgoing communication is now a strength, with twitter being used significantly to share curriculum news. The newsletter has been redesigned so that it can share curriculum successes of pupils. The introduction of the Arbor system has really helped too. There is now one main method of communication which can be accessed by parents in a range of ways for many different tasks, including for trips, parent consultations and lunch payments.

Consultation Findings

There were 48 responses to the parent survey. The main conclusions were:

- The vast majority of responses agreed that the school was successful in enabling all members of the school community to be involved and to understand key information.
- Some feedback comments noted positive outcomes around the school's work with regarding to inclusivity, kindness and understanding.
- Two parents felt that it could be difficult to speak to staff at drop off as it did not allow enough time for a conversation. A reminder will be sent about parents contacting the office if a longer appointment is needed.
- Parents commented that the school site is safe and secure.
- There still seem to be some concerns around the road outside of school; at times the hedge can grow across the path, which is narrow. The traffic still passing at speed also causes issues.
- A parent commented that the school drive and surrounding roads get flooded in heavy rain. This is largely due to the Victorian drainage system in the area.
- A parent noted that some correspondence can be sent a little last minute.

Every child in the school had the opportunity to feed their ideas into the objectives also. The main conclusions were:

- Pupils felt that it was sometimes difficult to share concerns with staff as they were busy. The school could look into more passive reporting methods for this. However, the majority were able to recognise trusted adults who they felt they could speak to if they needed.
- Pupils felt that the playground could sometimes be very busy, with different games happening.
- Pupils commented that the road outside is still very fast, which can make it difficult to cross. Not all cars stop when the lights go red.
- At the end of the day, some pupils felt that it was not safe that one or two cars left the carpark when pupils were walking home.

Staff feedback followed similar themes.

Using the feedback from stakeholders, a new set of objectives have been created which are shown on the next page. These will be reviewed at least annually by the Senior Leadership Team.

Appendix A - Parent Survey Feedback

Supporting all pupils to participate fully in the curriculum			
	Strongly Agree	Agree	Disagree
The school works to try and ensure that **all** pupils are included in every aspect of school life.	75%	25%	
The school celebrates diversity.	89%	11%	
The school teaches the children to understand and accept people's differences.	89%	11%	
The school encourages all pupils to reach their potential.	63%	35%	2%
If I am concerned about my child's needs, I can speak to a member of staff.	80%	18%	2%
Children are encouraged to develop pride in their identities	75%	25%	
The children are supported to understand people's varied heritage.	80%	20%	

The school site is accessible to all			
	Strongly Agree	Agree	Disagree
The playground, office and hall are accessible to everyone, including those who have disabilities.	76%	24%	
It is easy to access the school in the mornings and afternoons.	86%	14%	
It is easy to access the school at other times of the day.	93%	7%	
The area around the school (pavements and paths) are generally safe and suitable to use.	54%	42%	4%
The pathways around the school are generally easy to walk on and free from hazards.	67%	30%	3%
The school is well sign-posted for visitors.	88%	12%	

Ensuring that information is available and accessible to all			
	Strongly Agree	Agree	Disagree
It is easy to communicate with the school.	84%	16%	
I receive an appropriate amount of correspondence from school.	86%	14%	
Letters and newsletters are clear and easy to understand.	93%	7%	
Letters and newsletters provide me with adequate information so I feel that I know what is happening in school and how to best support my child.	91%	9%	

Appendix B
Pupil Survey Feedback

Supporting all pupils to participate fully in the curriculum	Agree	Disagree	Don't know
Everyone can be included in school life, regardless of whether they are different or find something tricky.	95.5%	0.5%	4%
The school teaches us to understand and accept people's differences.	97.5%	0.5%	2%
Help is there if I need it.	95%	1%	4%
If I am concerned about how I am, I can speak to a member of staff.	83%	3%	14%
I am encouraged to develop pride in who I am.	93%	1%	6%
The school site is accessible to all			
It is easy to get around school.	98%	2%	
The playground is a safe place to be.	75%	9%	16%
It is safe on the paths when I am coming to school.	79%	16%	5%
The school is well sign-posted for visitors.	96.5%	0.5%	3%
Ensuring that information is available and accessible to all			
It is easy to talk to my teachers and adults at school.	95%	2%	3%
I generally understand the lessons and what I need to do.	91%	4%	5%
I know how I am doing at school.	88%	6%	6%