

# Ayesha Siddiqa Girls School

## Equality Act Three-Year Accessibility Plan 2011-2014

### Aims and objectives:

- To plan for improvements to ensure that all Staff, Pupils, Parents and Visitors can have access to the curriculum, premises and information.
- To ensure that no-one is discriminated against.

### Definitions:

Where in the document it is stated “people with protected characteristics” the following characteristics are meant : age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

'People with a disability': A person (P) has a disability if—(a) P has a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on P’s ability to carry out normal day-to-day activities.' (Equality Act 2010)

	Activity and Proposed Action	How will the impact of the action be monitored?	Who	when	Success Criteria
1	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff are aware of the school's 'Single Equality Plan'. Staff to continually be involved in the future development of the plan.	Website will be updated regularly  Termly newsletters  Designated staff meetings	Headteacher designated member of staff	Throughout each school year – once a term	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan
2	Admissions criteria are not discriminatory and do not exclude people with protected characteristics.	Use entrance exams or assessments to select the intake. Provide appropriate adaptations as necessary to ensure no-	Headteacher and governing body	Throughout the academic school years	Prospective Pupils will be selected based on academic ability only.

		one is discriminated against			
3	Monitor and analyse pupil achievement by race/ethnicity and disability and act on any trends or patterns in the data that require additional support for pupils. Extra support will be provided for those pupils who are under-achieving in order to make progress in their learning and their personal well-being	Achievement data analysed by race/ethnicity and disability. Interventions to support agreed at Pupil Progress Meetings	Headteacher Governing body	6 times a year	Analysis of teacher assessments / annual data demonstrates that there is no gap between various groups or that the gap is narrowing for equality groups.
4	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race and disability. This in turn will help pupils to understand and value others and value diversity.	Increase in pupils' participation, confidence and achievement levels - monitor through lesson evaluations, assessments, progress tracking, the student council and annual pupil questionnaires,	Subject Area Leaders	Throughout each academic school year  Annual reviews of schemes of work and audit of resources	Notable increase in participation and confidence of targeted groups
5	Provisions are made to ensure pupils who have protected characteristics are not discriminated against when taking examinations	The school will provide for the needs of all pupils when taking their examinations within the adaptations accepted by the examination boards	Headteacher and all adults working in school	Throughout each academic school year	All staff are familiar with pupil needs and requirements
6	Ensure when recruiting new members of staff no discrimination is made against pregnancy (absence for medical visits; sickness; maternity leave)	All absences will be recorded and monitored and staff will not be penalised for any absences due to such circumstances	Headteacher	Throughout each school year – once a term	All staff are aware of procedures regarding absences
7	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity in order to highlight the diversity of the school and the wider diversity of the community in which they live.	Increase in pupil participation, confidence and positive identity – monitor through PSHCE, other subjects	Headteacher All adults working in school		More diversity reflected in school displays across all year groups, particularly to reflect the diversity of the wider community which

		(ex: English, art, DT), student council, pupil questionnaires and parent questionnaires			is much wider than the diversity of the school community
8	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Student Council by election or co-option), class assemblies, fund raising etc.	Student council representation monitored by race/ethnicity and disability	Headteacher	Throughout each academic school year	More diversity in student council membership.
9	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities	Planning of curriculum enrichment activities  Monitor quality of displays throughout the school  Preparation in lessons (PSHCE, art, DT, English, etc)	Curriculum Leader	Throughout each academic school year	Increased awareness of different communities shown in lessons (PSHCE, art, DT, English, etc) and assemblies.
10	Extend school activities such as after school clubs and booster classes to take into account pupil needs and access issues and pupils attending reflect the diversity of the school and population in terms of race, disability and socio-economic status.	Monitor extended service registers to analyse the uptake by different groups of children.	Curriculum Leader	Throughout the academic school years	More diversity reflected in uptake of extended services  All those who wanted to join have been able to do so
11	Ayesha Siddiqi School has an inclusive approach to ensuring ALL pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, positions of responsibility and extra-Curricular activities & clubs.	Monitor extra-curricular and club attendance registers for different groups of pupils and compile data into an annual report to the Headteacher and Governing Body	Curriculum Leader	Throughout the academic school years 2012 report 2013 report 2014 report	Notable increase in participation and confidence of targeted groups
12	Monitor and analyse attendance and behaviour data by race/ethnicity and disability and act on any trends or patterns in the data that require additional support for pupils. Extra	Attendance and behaviour data analysed by race/ethnicity and disability.	Headteacher Governing body	6 times a year	Analysis of school attendance and behaviour/exclusion data demonstrates that no particular group is

	support will be provided for those pupils who are poor attendees or arrive late in school. Monitor records of incidents, including racial and bullying incidents and act on any trends in the data that indicate over-representation of any of the equality groups.	Interventions to support agreed at Pupil Progress Meetings			over-represented.
14	Make the premises accessible to all users.  Disabled toilets required for parents Pupils and visitors to the school	Check that all users can access the ground floor through the ramp and the upper floors through the lift Build new disabled toilet and write in fire evacuation plan who the nominated people are to help evacuate disabled users in an event of fire	Proprietors Staff  Incorporated into current building project	Already provided  Now completed August 2011  Additional disabled toilet August 2012	Access to toilet facilities for people with disabilities
15	Identify parents who have disabilities that could affect their interaction with the school	Write to parents an explanation to request information	Parents	Twice a year in September and March of each year	School aware of and able to meet need of disabled parents in relation to their daughter's progress in school
16	Assess and improve working environment for any Pupils or staff with visual or hearing impairment, or other identified disability	e.g. review signage around the school; incorporate appropriate colour and lighting schemes when refurbishing, and install blinds on south-facing on windows. Fit acoustic leads in classrooms where needed Provide pupils with visual	Seek advice from the school surveyors	Autumn Term of each academic year	Disabled Pupils able to work independently in all teaching areas disabled staff able to fulfil their responsibilities

		impairment or dyslexia with a laptop computer for daily work			
--	--	--	--	--	--