

The Olive School, Bolton

This document is in line with the Vision of the School

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

ACCESSIBILITY PLAN 2016 - 2019



Olive School

Purpose

The Olive School, Bolton is committed to an Equalities Policy that incorporates our priorities for the Equality Duty and in particular in relation to equality of disability, gender and race. The purpose of the Equalities Policy is to outline the establishment's priorities and targets to enhance the equality of opportunities for learners, staff and wider stakeholders.

It is the responsibility of all Governors, Senior Leaders and Staff to ensure that the Equalities Policy is implemented in a comprehensive, purposeful and efficient manner. The Trust Central Team will provide strategic support and scrutiny to ensure that the school is compliant with the legislation.

The Accessibility Plan is an integral element of the Equalities Policy.

Consultation

In developing the School's Accessibility Plan, extensive consultation took place with key stakeholders. Discussions focused on all stages of the development of the plan - in identifying the priorities, how these priorities should be met in the action plans and how the School should assess its progress.

Monitoring & Impact Assessment

The Plan will be monitored and evaluated annually. This will involve an evaluation of the progress made with respect to each target in the Plan.

The School will also monitor the impact of any implementation of the Equalities Policy and Accessibility Plan through stakeholder surveys and focus group meetings.

The evaluation of the implementation of the Equalities Policy and Accessibility Plan will be reported to the Central Team on an annual basis.

The Accessibility Plan aims to enhance equality and access on grounds of 'race', 'gender', 'disability', 'ability' (pupils with special educational needs), 'gender reassignment' 'pregnancy and maternity', 'religion/belief', 'sexual orientation' and 'FSM' (socio economic grounds based on entitlement to 'Free School Meals').

Table 1: Development Plan

Item	Equality Focus	Action	Success Criteria	Lead Responsible	Timeline	Review
1	Race FSM/PP Disability Ability	Establish systems for monitoring attainment and achievement of 'vulnerable and disadvantaged groups'. Develop systems for monitoring take-up of enrichment by 'vulnerable and disadvantaged groups'	1. Detailed School Results Analysis with contextual information on 'vulnerable and disadvantaged groups'	Principal	July 2017	
			2. All intervention groups to be analysed for 'vulnerable and disadvantaged groups' attendance and take up	Principal	April 2017	
			3. All enrichment provision in school to have 'vulnerable and disadvantaged groups' signposted.	Principal	Jan 2017	
			4. Annual reporting of take-up of enrichment activities by 'vulnerable and disadvantaged groups'	Principal	July 2017	
2	All	Establish 'Anti-Bullying' policy and tackling Racism & mechanisms to monitor, record and tackle bullying and racist incidents.	1. Anti-Bullying Week for all pupils.	DP	Dec 2016	
			2. Annual report on number and nature of bullying incidents.	DP	July 2017	
3	All	Establish support for employees relating to parenting and leave.	1. Maternity & paternity leave guidelines published and disseminated.	BM	Sept 2016	
			2. Special leave policy (including bereavement and weddings)	BM	Sep 2016	

Item	Equality Focus	Action	Success Criteria	Lead Responsible	Timeline	Review
			etc) published and disseminated.			
4	All	Ensure staff ability to respond effectively to all 'Equality' issues.	1. Training on 'Equality and Diversity' developed to incorporate new equality duty delivered for all existing staff and Local Governing Body	BM	July 2017	
			2. 'Equality & Diversity' toolkit developed for induction purposes.	BM	Sept 2018	
5	Disability Ability	Enhance voice of disabled and SEN pupils in the school.	1. Disabled and SEN pupils appointed as prefects and elected on Pupil Council.	SENCO	Sept 2017	
6	Disability Gender Race	Ensure pupil awareness, and appreciation of, issues relating to equality.	1. PSHE curriculum enhanced to identify opportunities to teach inclusion.	DP	Sept 2017	
7	Disability	Ensure new school estate has enhanced provision for pupils with disabilities.	1. New build includes enhanced facilities – particularly to support learners and staff with mobility needs, visual impairment and hearing impairment.	BM	Sept 2018	
			2. Activities developed and delivered to raise awareness of disability rights.	SENCO	Sept 2017	

Item	Equality Focus	Action	Success Criteria	Lead Responsible	Timeline	Review
			3. Training developed and delivered for staff on supporting learners with mobility needs, visual impairment and hearing impairment.	SENCO	Apr 2018	
8	FSM/PP	Maximise achievement by pupils who receive the 'Pupil Premium' (PP).	1. 'Summer School' and 'Holiday School' delivered for PP pupils.	DP	July 2017	
			2. Close monitoring of progress of 'Pupil Premium' pupils in place.	Principal	Jan 2017	
			3. High level of engagement from parents of 'Pupil Premium' pupils.	DP	Sept 2017	
			4. High take-up of enrichment by 'Pupil Premium' pupils.	DP	Sept 2017	
10	Ability	Sustain levels of achievement by pupils with low prior achievement.	1. 'Summer School' and 'Holiday School' delivered for pupils with low prior achievement.	DP	July 2017	
			2. Learning Coaches appointed to deliver additional support for pupils with low prior achievement.	Principal	Sept 2016	

Item	Equality Focus	Action	Success Criteria	Lead Responsible	Timeline	Review
			3. Close monitoring of progress of pupils with low prior achievement in place.	Principal	Jan 2017	
			4. High level of engagement from parents of pupils with low 'Prior Achievement'	DP	Sept 2017	
11	Faith & Culture	Enhance the provision to ensure learners develop respect for people of all faiths and cultures.	1. Interfaith activities programme developed.	DP	Jan 2017	
			2. Links with schools with no faith ethos and those with an ethos from other faiths established.	Principal	Sept 2017	
			3. An annual Islamic exhibition for people of all faiths to be developed and delivered.	DP	Sept 2019	
			4. British identity celebrated through a range of calendared activities – including parents and wider community.	Principal	Sept 2016	

Table 2: Equality targets

The Olive School, Bolton we have set a number of targets to monitor the impact of our policies on vulnerable groups of learners. The targets, agreed by the Trust Central Team, are outlined below along with a review of whether the targets have been met.

Primary Phase:
75% of disadvantaged children to achieve a Good Level of Development at the end of Early Years and Foundation Stage (EYFS).
90% of disadvantaged pupils to achieve the expected threshold in the Year 1 phonics screening assessment.
85% of disadvantaged pupils at the end of Key Stage 2 achieve age-related expectations in reading, writing and mathematics.
30% of disadvantaged pupils at the end of Key Stage 2 achieve above age-related expectations in reading, writing and mathematics.
The proportion of disadvantaged pupils making expected progress in reading, writing and mathematics is in line with or better than non-disadvantaged pupils in the school and non-disadvantaged pupils nationally.
The proportion of disadvantaged pupils making better than expected progress in reading, writing and mathematics is in line with or better than non-disadvantaged pupils in the school and non-disadvantaged pupils nationally.