

## Hall Green Primary School Single Equality Policy 2025

### Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body: *April 2025*

Date to be reviewed by the Governing Body: *April 2028*

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### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- **eliminate discrimination**, harassment, victimisation and any other conduct prohibited under the act;
- **advance equality of opportunity** between people who share a relevant protected characteristic and persons who do not share it;
- **foster good relations** between persons who share a relevant characteristic and persons who do not share it.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability

- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)
  
- In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:
  - Publish equality Information – to demonstrate compliance with the general duty across its functions  
**We will not publish any information that can specifically identify any child (in line with the Data Protection Act 2018)**
  - Prepare and publish equality objectives
  - To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
    - Admissions
    - Attendance
    - Attainment
    - Exclusions
    - Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely;
- strive to ensure that society will benefit.

### **Introduction**

At Hall Green Primary School we are committed to equality of opportunity for all children, parents/guardians, members of staff, governors and visitors to the school. We aim to ensure that no-one is discriminated against on the grounds of race, ethnicity, gender, disability, colour, age, nationality, marital status, sexual orientation, trade union activity, political or religious belief. We aim to take positive steps towards raising awareness of these issues in order to develop our children as tolerant, responsible citizens in a multi-cultural society

### **Our ethos/mission statement**

The School's mission statement is 'Your Chance to Shine'.

Our mission statement is a summary of the school's aims and values.

- At Hall Green we do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.

- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance.
- Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

### Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority using their guidance material. The local authority may provide some support.

### Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including:  Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Senior Leadership Team	<p>To support the Head as above</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>

School Community	Responsibility
Local community members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on school's website/portal, a newsletter, as part of induction information.**

### **Complaints**

Complaints with regard to this policy will be dealt with via the school's complaints procedure, a copy of which is available from the school office.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Sandwell Equality Virtual Office:  
<http://www.lea.sandwell.gov.uk/members/bulletin/virtual-offices/equality/index.html>

## **Appendix 1 – Links to other policies and documents:**

### School Policies and other Documents

Anti-Bullying

Attendance

Homework

Behaviour

Child Protection

Educational visits

Health & Safety

School Improvement Plan

Special Educational Needs/Inclusion

Staff Code of Conduct

### Other Documents

Equality Act 2010

Gender Recognition Act 2004

Race Relations (Amendment) Act 2000

Equality Act 2006

Employment Equality Regulations 2003

SEN and Disability Act 2001

Disability Discrimination Act 1995

Disability Discrimination Act 2005

National Curriculum Inclusion Statement

## Appendix 2 – School Information

Number on roll: 459

### Ethnic Categories

White British	253	White and Black Caribbean		Indian	65	Any other Black background	15
White Irish		White & Asian		Pakistani	12	Refugee	
Any other white background	16	White & Black African	12	Bangladeshi	10	Asylum Seeker	
Traveller of Irish Heritage	1	Any other mixed background	17	Any other Asian background	31	Any other Ethnic Group	3
Gypsy/Roma	2	Chinese	3	Black Caribbean	16	Information Refused	
White European	3	Any other Chinese background		Black African		Information Not Obtained	

### Disability Categories

Not collected		Needs Medication	6	Other disability/Health Problem	2
No disability		Problems with Incontinence	10		
Problems with mobility	3	Problems with Communication	48		
Problems with hand function		Problems with Hearing	2		
Problems with personal care	16	Problems with Vision	3		
Problems with eating and drinking	2	Problems with ASD/Asperger's	11		

### Special Educational Needs

Special Educational Needs	123	26.79%
SEN Support	113	8.13%
Education Health & Care Plan	10	91.87%

### Gender

<b>Boys</b>	<b>226</b>	<b>Girls</b>	<b>233</b>
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### Religion and Belief

Anglican/Church of England	7	Jehovah's Witness	4	Sikh	60
Baptist		Hindu	23	No religion	163
Buddhist		Jewish		Other Religion	33
Catholic		Methodist		Unknown	18
Christian	113	Muslim	37	Refused information	1

### Free School Meals

<b>FSM</b>	<b>34.6% (159)</b>	<b>Non-FSM</b>	<b>65.4% (300)</b>
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### **Appendix 3 – Equality Objectives:**

- 1. Increase % of disadvantaged and SEND pupils making expected progress and better than expected progress which exceeds national averages.  
(Impact - Attainment)**
- 2. Ensure the curriculum meets the needs of all learners and all have access to a full, broad and balanced curriculum  
(Intent/Implementation).**
- 3. Continue to take strident steps to reduce LOA requests, improve attendance and PA levels to enable all learners to succeed.  
(Attendance)**

## Appendix 4 – Equality Action Plan

	Year 1 Actions 2025/26	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2026-2028
<b>Priority Objective:</b>		<b>Increase % of disadvantaged and SEND pupils making expected progress and better than expected progress which exceeds national averages.</b>				
1.	<p>Pupil progress data collection and Appraisal meetings</p> <ul style="list-style-type: none"> <li>- Scrutiny of attainment data and progress rates</li> </ul>	<p>(a) Targets set in line with minimum expected progress for 90% pupils</p> <p>(b) Identification of pupils failing to make appropriate progress &amp; planning intervention as necessary</p> <p>(c) Analysis of impact of interventions</p> <p>(d) Measurement of progress in relation to targets set</p> <p>⇒ Increased rate of progress and rise in attainment (see Priorities for improvement for specific detail)</p>	<p>Initial targets – October 25,</p> <p>Half termly</p> <p>Transition meetings, using Insight &amp; related evidence to discuss pupil attainment:</p> <p>July 226</p>	<p>(a) HT and DHT</p> <p>(b) SIT, MIT</p> <p>(c) Teachers</p>	<p>Cover for release 1hr/half term in conjunction with performance management interviews</p> <p>Maximum 10 days @ £220 / day (internal cover where available)</p>	<ul style="list-style-type: none"> <li>• Review of pupil progress meetings and documentation to ensure process remains purposeful and follows 'best practice'</li> <li>• Ongoing analysis of data to ensure all groups make at least expected progress.</li> </ul>
2.	<p>Range of data analysis exercises to identify strengths and weaknesses, focus on reading and phonics by HR, writing by AF, Maths/Science by JW, SEND by KM and EYFS by JG</p>	<p>(a) Identification of weak areas of learning</p> <p>(b) Analysis of phonics data</p> <p>(c) Staff development addresses curriculum specific weaknesses across school, year group and individual teacher.</p> <p>(d) Identification of and provision for groups of underachieving pupils to be targeted for intervention (higher &amp; lower ability)</p> <p>(e) Identification of and provision of intervention strategies to be implemented and tracking</p>	<p>Analysis by end of Autumn 1 and ongoing</p> <p>Summative data</p> <p>Data analysis – end of each term</p> <p>Pupil progress data &amp; analysis of ASP ongoing throughout year</p>	<p>H Read (Read)</p> <p>A Falconer (Write)</p> <p>K Macdiarmid (SEND)</p> <p>J Wall (Maths/Science)</p> <p>J Gorton (EYFS)</p> <p>All teachers</p>	<p>Undertaken during leadership release time.</p> <p>(1/2 day fortnightly – internal cover)</p> <p>Teacher use of PPA time 10% timetabled release form class each week. (internal cover)</p>	<ul style="list-style-type: none"> <li>• Analysis of wider range of data as this becomes available</li> <li>• Staff CPD to ensure all staff can use data analysis to highlight group/underachievement</li> </ul>

	Year 1 Actions 2025/26	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2026-2028
		<p>of pupil progress to assess impact</p> <p>(f) Early identification of pupils with a SEND need with intervention strategies to be implemented</p> <p>⇒ Increased rate of progress and rise in attainment</p>		HT DHT		
3	Intervention for Wave 2 and Wave 3 pupils monitored by postholders	<p>(a) Data analysis used as tool to ensure identification of pupils is consistent and appropriate</p> <p>(b) Wave 2 and 3 pupils identified</p> <p>(c) Wave 2 and 3 Numeracy and Wave 3 Literacy interventions taking place across appropriate year groups</p> <p>(d) Pupils tracked to assess impact</p> <p>(e) Impact analysis prompts review of provision if appropriate</p> <p>(f) Postholders develop responsible for pupil identification and tracking impact of interventions within their curriculum area</p> <p>⇒ Increased rate of progress and rise in attainment</p>	<p>Autumn (1) and ongoing throughout year</p> <p>Progress tracked at end of cycle of specific intervention or half-termly, whichever is sooner</p>	<p>H Read (Read)</p> <p>A Falconer (Write)</p> <p>K MacDiarmid (SEND)</p> <p>J Wall (Maths/Science)</p> <p>J Gorton (EYFS)</p> <p>K MacDiarmid (as line manager timetabling LSPs)</p>	Additional staffing from within school's capacity	<ul style="list-style-type: none"> <li>Review of interventions in school with regards to 'value for money'</li> <li>Develop range of interventions to ensure all needs are met throughout</li> <li>Ensure training is consistent for staff throughout the school in terms of being able to deliver quality interventions</li> </ul>
4	<p>Whole school focus on meeting the needs of</p> <p>(a) Disadvantaged pupils</p> <p>(b) Vulnerable groups - SEND</p> <p>(c) boys</p> <p>PDM:</p> <p>- Headlines and key indicators shared with staff</p>	<p>(a) Maintenance of register/list of Pupil Premium pupils</p> <p>(b) Challenging and creative provision meets the needs of all abilities</p> <p>(c) Bank of ideas in place</p> <p>(d) Staff sharing of good practice with regards to provision facilitates improved provision across the school</p> <p>(e) Tracking of Pupil Premium pupils, groups and girls/boys in place through data</p>	PDM Autumn 1 Data analysis half termly Pupil progress meeting half termly	<p>HT, DHT</p> <p>SIT, MIT</p> <p>All teachers</p>	X4 staff meeting of 1 ½ hrs (directed time – no cost)	<ul style="list-style-type: none"> <li>Embed 'best practice' throughout school</li> <li>Monitor practice through monitoring cycle</li> </ul>

	<b>Year 1 Actions 2025/26</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Personnel</b>	<b>Resources</b>	<b>Years 2 &amp; 3 Actions 2026-2028</b>
	- Termly review of provision Monitoring of provision through lesson observations; planning and work scrutinies	analysis ⇒ Increased rate of progress and rise in attainment (see priorities for improvement for specific detail)				
5	Whole school focus on meeting the needs of Higher ability  - Through the continued development of a creative and exciting curriculum.	(a) Ongoing development of curriculum (b) Challenging and creative provision meets the needs of all abilities (c) Development and use of outdoors (d) Staff sharing of good practice with regards to provision for higher achievers facilitates improved provision across the school (e) Tracking of higher ability pupils in place through data analysis  ⇒ Increased rate of progress and rise in attainment	From Autumn 25 and ongoing.	HT/DHT SIT/MIT All teachers	1 afternoon per two weeks as monitoring cycle  Budget for additional resources	<ul style="list-style-type: none"> <li>• Embed 'best practice' throughout school</li> <li>• Monitor practice through monitoring cycle</li> <li>• Develop curriculum to meet needs of higher attainers in all subjects</li> </ul>
6	Whole school focus in improvement of handwriting and Writing throughout the school to raise standards in line with expectations including progress measures.	(a) Pupils make at minimum expected progress across the year (b) Vulnerable groups make expected progress (c) Monitoring shows good teaching throughout (d) Post holder has a good understanding of strengths and areas of improvement within the school. (e) Good to outstanding progress evident across KS1 and from KS1 to KS2	Summer 25 ongoing	H Read/A Falconer J Gorton  SIT  All Staff	1 afternoon per two weeks as monitoring cycle  Budget for additional resources	<ul style="list-style-type: none"> <li>• Develop assessment system for Literacy</li> <li>• Monitor rates of progress across the school</li> </ul>

	<b>Year 1 Actions 2025/26</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Personnel</b>	<b>Resources</b>	<b>Years 2 &amp; 3 Actions 2026-2028</b>
	<b>Priority Objective:</b>	<b>Ensure the curriculum meets the needs of all learners and all have access to a full, broad and balanced curriculum.</b>				
1.	Support and training for teachers and support staff to ensure quality first teaching and support to ensure consistency of provision.	<ul style="list-style-type: none"> <li>- Focus on use of assessment as starting point.</li> <li>- Development of skills of teaching staff</li> <li>- Improved provision for all pupils</li> <li>- Development of provision for pupils in year groups identified</li> <li>- Development of provision to accelerate progress within identified subjects</li> <li>- Training in place where identified within</li> </ul>	Half termly as appropriate	HT DHT A Falconer (Assessment co-ordinator)  SIT/MIT  All Teachers	From school's training budget.  £250 for new resources to support gaps for NC	<ul style="list-style-type: none"> <li>• Embed 'best practice' throughout school</li> <li>• Monitor practice through monitoring cycle</li> <li>• Develop curriculum to meet needs of vulnerable groups in</li> </ul>

		<p>appraisal</p> <p>⇒ Development of provision for pupils/groups</p> <p>⇒ 90% SEN pupils meet individual targets and at least matches rest of cohort.</p>				all subjects
2.	Training and support for support staff, using peer support/observation.	<ul style="list-style-type: none"> <li>- Development of skills of support staff</li> <li>- Development of use of assessment to meet need</li> <li>- Improved provision for identified pupils</li> <li>- Development of provision for pupils undertaking Wave 2 and 3 initiatives</li> <li>- Training in place where identified within appraisal</li> </ul> <p>⇒ Development of provision for identified pupils/groups</p> <p>⇒ 90% SEN/Disadvantaged pupils meet individual targets</p> <p>⇒ 90% SEN/Disadvantaged pupils make expected progress and where they do not, they at least match progress of rest of cohort</p>	Ongoing training bi-weekly		<p>3x30 minute sessions per half term (approx.)</p> <p>Additional sessions on training days as needed</p> <p>£250 for any appropriate resources</p>	<ul style="list-style-type: none"> <li>• Embed 'best practice' throughout school</li> <li>• Monitor practice through monitoring cycle</li> <li>• Develop curriculum to meet needs of vulnerable groups in all subjects</li> <li>• Develop support staff knowledge, understanding and strategy bank to support</li> </ul>
	Support post holders to continue whole school focus on development of the curriculum to meet requirements of NC	<ul style="list-style-type: none"> <li>- Monitoring indicates assessment used to drive provision</li> <li>- Ensure curriculum inclusive and is sequential with opportunities to revisit skills and knowledge.</li> <li>- Ensure curriculum meets needs of SEND/disadvantaged and minority pupils.</li> <li>- Ensure interventions do not limit progress in other subjects and interventions.</li> <li>-</li> </ul>	Revisit asap during Autumn term then ongoing during 25-26	HT DHT All post holders	5 days AG time (no cost). X3 staff meeting of 1 ½ hrs (directed time – no cost), Use of school's training budget as appropriate. Plus additional resources approximately £250.	<ul style="list-style-type: none"> <li>• Embed 'best practice' throughout school</li> <li>• Monitor practice through monitoring cycle</li> <li>• Develop curriculum to meet needs of vulnerable groups in all subjects</li> </ul>
	Consistent implementation and use of Little Wandle – Letters	<ul style="list-style-type: none"> <li>- All staff trained and able to deliver</li> </ul>	Ongoing	HR	Leadership release time	<ul style="list-style-type: none"> <li>• Develop provision and implementation of Little Wandle</li> </ul>

	and Sounds Revised across the school for whole class and intervention purposes	<ul style="list-style-type: none"> <li>- All resources in place</li> <li>- Catch up programmes in place for all pupils as needed</li> <li>- At least 90% pupils meet expectation</li> </ul>			£250 resources	according to best practice
	Introduction and implementation of Mastering Number across EYFS and KS1	<ul style="list-style-type: none"> <li>- Relevant staff trained and able to deliver</li> <li>- All resources in place</li> <li>- Catch up curriculum in place for all pupils as needed</li> <li>- At least 90% pupils meet expectation</li> </ul>	Ongoing	JW KS1/EYFS Staff	Leadership release time  £250 resources	<ul style="list-style-type: none"> <li>• Develop provision and implementation of Mastering Number according to best practice</li> <li>• Monitor provision and analyse impact across the EYFS/KS1.</li> </ul>
2.	<p>Monitor provision for phonics across the school in order to:</p> <ul style="list-style-type: none"> <li>- Ensure that the attainment of phonics impacts upon the standards of reading</li> <li>- Ensure that KS2 teachers address the need to teach and consolidate the use of phonics for some children, maintaining a consistently zero tolerance expectation that once learned, knowledge will be used to develop reading and writing.</li> <li>- Ensure that there are clear links between phonic ability and</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil outcomes are met</li> <li>- Monitoring evidences that lower ability and SEN pupils gain confidence when reading and develop a greater enjoyment from reading (pupil voice, as above)</li> </ul>	Ongoing	H Read  SIT  All staff	Leadership release time	<ul style="list-style-type: none"> <li>• Embed 'best practice' throughout school</li> <li>• Monitor practice through monitoring cycle</li> </ul>

	reading resources within KS2.					
3.	<p>Monitor the assessment, teaching and learning and quality of provision of subjects other than English/Maths</p> <ul style="list-style-type: none"> <li>- identify developmental points</li> <li>- identify strengths</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring shows use of assessment to inform planning and provision</li> <li>- All monitoring shows at least 2 (good) grading across the school</li> <li>- Where 'good' is not achieved, TLRs to target support.</li> <li>- TLRs to have a good understanding of areas of strength across the school</li> <li>- TLRs to have a sound understanding of areas in need of improvement/support.</li> </ul>	Autumn Term 2025 onwards	<p>HT/DHT</p> <p>SIT/MIT</p> <p>All Teachers</p>	Monitoring time (management time)	<ul style="list-style-type: none"> <li>• Embed 'best practice' throughout school</li> <li>• Monitor practice through monitoring cycle</li> <li>• Develop curriculum to meet needs of vulnerable groups in all subjects</li> </ul>
4.	<p>Review of timetabling and the planning of interventions to accelerate progress made by all SEN School Support pupils, with particular focus on disadvantaged SEN pupils</p>	<ul style="list-style-type: none"> <li>- Development of a shared responsibility for the identification of specific barriers pertinent to individual pupils.</li> <li>- Support and development of teachers and support staff to sustain continuous identification of barriers as children move forward, facilitating them/developing their confidence to implement individualised and creative strategies to enable pupils to overcome their barriers to learning.</li> <li>- Support for both teaching and support staff to ensure quality first provision throughout. Specific and/or whole school training developed where weaknesses are identified at all levels of SEN need.</li> <li>- Support/train LSPs to deliver intensive interventions.</li> <li>- Use of WBNLC to develop staff skills and support and enhance provision.</li> <li>- Implement changes to provision for speech and language therapy children following changes to service.</li> </ul>	Set up and in Place by end Autumn 1, then ongoing.	<p>A Gilbert</p> <p>SIT/MIT</p> <p>Teachers</p> <p>Support staff</p>	Use of staff meetings to develop staff knowledge and develop timetables	<ul style="list-style-type: none"> <li>• Embed 'best practice' throughout school</li> <li>• Monitor practice through monitoring cycle</li> <li>• Track interventions against timetables</li> </ul>

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	Year 1 Actions 2025/26	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2026-2028
<b>Priority Objective:</b>		<b>Continue to implement strategies to improve attendance and PA levels to enable all learners to succeed.</b>				
1.	Weekly, half-termly, termly and annual rewards (individual, whole class and parent based rewards) in place and actively promoted by all staff	Continuation of use of current reward systems maintains the positive attitude of the majority of pupils and families (ref Attendance Policy)	Ongoing	A Taylor M Plose-Joyce S Guttridge HT/DHT	Cost of rewards: Weekly: £5 Termly: approx. £300	<ul style="list-style-type: none"> <li>Review of rewards in place and attendance levels</li> </ul>
2.	Introduction of Attendance tracker/monitoring via insight and A star	<p>Insight and A Start set up to import attendance data</p> <p>Tracking facility allows early identification of those pupils most at risk of becoming PA</p> <p>Pupils identified promptly and actions taken robustly</p> <p>Vulnerable groups tracked and issues addressed</p> <p>PA % decrease across the year.</p>	From Sept 25	A Taylor M Plose-Joyce S Guttridge HT/DHT	<p>1 days to set up systems and train to use</p> <p>No additional resources needed</p>	<ul style="list-style-type: none"> <li>Review impact of tracker</li> <li>Continue to monitor PA figures</li> </ul>
3.	Engage and work with the Local Authority/Attendance Service	Engagement with LA facilitates implementation of intervention strategies to improve attendance of pupils with rates below 90%, supporting pupils in school and challenging families to improve attendance and punctuality, taking further action necessary	Ongoing	A Taylor M Plose-Joyce S Guttridge HT/DHT	No extra resources needed	<ul style="list-style-type: none"> <li>Review of support and impact from LA/Attendance Officer</li> </ul>
4.	Robust monitoring of attendance and absentees with concern letters staged in order to	<p>Parents are regularly informed about attendance rates to support a drop in PA figures.</p> <p>Focus in staff meeting and parental discussions</p>	<p>Summer 2025</p> <p>Half Termly</p>	A Taylor M Plose-Joyce	N/A	<ul style="list-style-type: none"> <li>Review impact of half termly reports</li> <li>Continue to monitor</li> </ul>

	identify concerns early and prevent PA occurring.	Attendance workshops offered		S Guttridge HT/DHT		PA figures
5.	Monitor attendance levels on a weekly basis to ensure issues are highlighted	First day calling allows immediate issue to be highlighted, with vulnerable children as priority Constant communication between home and school	Weekly - ongoing	A Taylor M Plose-Joyce S Guttridge HT/DHT	N/A	<ul style="list-style-type: none"> <li>Continue to monitor attendance to ensure figures meet national expectations</li> <li>Continue to develop strategies and interventions to increase attendance figures</li> </ul>
6.	Monitor LOA requests and re-offenders, taking action as needed	First day calling allows immediate issue to be highlighted, with vulnerable children as priority Constant communication between home and school	Weekly - ongoing	A Taylor M Plose-Joyce S Guttridge HT/DHT	N/A	<ul style="list-style-type: none"> <li>Continue to monitor attendance to ensure figures meet national expectations</li> <li>Continue to develop strategies and interventions to increase attendance figures</li> </ul>

## **Appendix 5 – Hall Green Primary Accessibility Plan**

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2025 – March 2028.

### **Introduction:**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, educational, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning through assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

Further details of the additional provision available, should it be required, can be accessed from Sandwell's SEND Local Offer, which is available via a link from our school website. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues

### **The School's Plan:**

1. Hall Green Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Single Equality Policy and Scheme
  - Curriculum
  - Equal Opportunities and Diversity
  - Staff Development
  - Health & Safety (including off-site safety)
  - Inclusion (Including Special Needs)
  - Behaviour Management
  - School Improvement Plan
  - School Budget Plan
  - School Prospectus and Mission Statement
  - Teaching and Learning Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The

audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure will cover the Accessibility Plan.
12. Information about our Accessibility Plan will be published annually to parents.
13. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
14. The school will work in partnership with the local education authority in developing and implementing this plan.
15. The school makes its accessibility plan available in the following ways:
  - On request from the school office;
  - A copy is issued to all parents/carers of disabled pupils;
  - The full plan is available in a variety of formats, e.g. large print;
  - On the school website as sound pages.
16. The Plan will be monitored by Ofsted as part of their inspection cycle.

The audit conducted by the Site Manager, Head and Deputy Head indicates that the following practices are in place:

**Curriculum:**

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Procedures in place for the identification and support of pupils with Special Educational Needs;
- Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels;
- Developing use of ICT to maximise progress opportunities for all;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;

- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy;
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and GPaS;
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

#### **Physical Environment:**

- Accessible car parking at front of school
- Ramp in place to main entrance of school
- 3 unisex disabled toilets – one situated on the ground floor, two on first floor
- Lift to allow access to first floor for all
- Carpeted floors in all classrooms to support HI Hearing Impaired children;
- Regular evaluation of the school site for accessibility by the Premises, Health & Safety Committee.
- Cushions around the poles at entrances and exits to school building
- Gates to allow access to field through fence

#### **Information:**

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the Headteacher, Deputy Head/SENCo, safeguarding officer, class teachers, LSPs;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.
- Use of 'Makaton', SSE and 'Communicate In Print' symbols.
- Use of ALDs and other technology for pupils who need it

As a school, we have set the following priorities for the development of information and data to support the school's accessibility plan:

- Annual audit of the schools' strengths and areas for improvement in working with disabled pupils;
- The impact on disabled pupils of the way the school is organised;
- Training and support for staff on delivering a consistent total communication environment

DATE: March 2025

**Hall Green Primary School Accessibility Plan 2025-2028**

**Improving the Physical Access at Hall Green Primary School**

An Access Audit was carried out by the Head, deputy Head and Site Manager in July 2022 and a number of recommendations made:

<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>
Access to the outdoor classroom, reading huts/trim trail, and sensory garden	Purchase small mobile wheelchair ramp to use around the site Develop a pathway for wheelchair access	By Spring 2026	Approx £1000
Access to raised garden area	Ramp to be constructed to allow easy access to raised garden area (Semi-permanent ramp)	By Spring 2026	Approx £1500
Lifting and handling of pupils	Training for staff re: lifting and handling of pupils	By Summer 2026	2 x £289 2 days supply cover @£195
Physical Handling of Pupils	Training for staff re: physical handling of pupils	By Spring 2023	2 X £150 4 X £75 2 days cover @£195
PEEPs	Ensure PEEPs are updated to ensure physical access/exit is covered in case of emergency.	Annually	n/a
Access from 1 <sup>st</sup> floor in event of emergency	Evac chairs to be purchased (min 1, max 2)	By Autumn 2026	Approx £1000 per chair £700 training
Meet the needs of adult visitors who may use the site	Records and info requested in line with GDPR . PEEP forms available in office to be used as needed	By Summer 2025 then ongoing	n/a
Disability Awareness Training for all staff	Training for all staff – disability awareness	By Summer 2026 and then ongoing	£1300 whole staff training

### Improving the Curriculum Access at Hall Green Primary School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers/support staff on adapting/differentiating the curriculum and meeting pupil need	Undertake an audit of staff training requirements INSET using strategies as appropriate	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum – pupils make at least expected progress.	Summer 2025 onwards	Increase in access to the National Curriculum Individual pupils make at least expected progress.
Training for staff to support children with specific needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships etc. INSET in place as needed	Staff trained to meet individual needs of children, e.g. ASD, lifting, toileting etc.	Ongoing	Pupils supported appropriately with regards to all aspects of their individual need.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	By Spring 2026	Society will benefit by a more inclusive school and social environment
Promote positive attitudes and well-being through the development of PSHE in curriculum	PSHE audit carried out. PSHE to be regularly taught within curriculum	Positive attitudes and well-being of pupils evident Monitoring shows PSHE integral part of curriculum.	By Summer 2026	School covers all PSHE programmes of study and covers statutory requirements.
Make available hardware and software to meet the needs of pupils with disabilities/SEN	Ongoing purchase of hardware/software.  Install software as appropriate	ICT available to enrich the curriculum for SEN pupils	Aut 2 2025 onwards	Pupils better enabled to meet AAM targets as set in AAMs/EHCPs
Ensure LSPs are familiar with software/apps which will support the learning of SEN pupils	INSET and time given for LSPs to familiarise themselves with software	LSPs enabled to choose and use software appropriate to meet the needs of SEN pupils	Aut 2 2025 onwards	Pupils better enabled to meet IEP targets as set in IEPs
Pupil conferencing and pupil surveys developed to judge the level and quality of pupil engagement and their knowledge and understanding	Judgement of the quality and consistency of pupil engagement and participation in their own learning.	Strengths and weaknesses identified relating to specific aspects of provision  Support identified to address weaknesses	Summer 2025 onwards according to subject need and monitoring policy.	Increased consistency in the judgement of the quality of provision within the school

<p>Continue to promote positive attitudes and enable pupils to make choices to stay safe online.</p>	<p>E-safety lead in place  E-safety integral part of the curriculum  Parents informed of how to keep their children safe online.</p>	<p>All staff trained as needed  E-safety taught and monitored  E-safety champions and e-safety events in place  Info given regularly to parents via texts, website and workshops</p>	<p>Ongoing</p>	<p>Children make choices that keep them safe with regards to e-safety and the Prevent Agenda</p>
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### Improving the Delivery of Information at Hall Green Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written information to pupils using symbols/Communicate in Print.	Use Communicate in print to create texts for pupils as needed.	Access to written texts to pupils with communication difficulties	Autumn 2025 onwards	Improved access to information of pupils with communication difficulties.
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Spring 2026 onwards	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Ensure signage around school takes into account Visually impaired	Audit signage and alter as necessary.	Signage visible to all sighted and in symbol format when appropriate for those with visual/Literacy difficulties	Ongoing	All stakeholders enabled to negotiate their way around the premises and evacuate the building in an emergency.
Provide BSL interpreters and language interpreters for Parents Evenings, other meetings.	Audit of those needing an interpreter Appointments and meetings scheduled to enable interpreters to attend.	Purposeful meetings between school and families take place.	Autumn 2025 as needed	Effective communication between school and family.
All pupils are taught to develop a neat, joined style of handwriting as soon as they can form letters accurately	Use of Kinetic Letters Adults model correct handwriting in all written information. Pupils are taught correct handwriting style and joins.	Monitoring evidences progress and improvement of the handwriting of pupils across the school.	Ongoing	The handwriting of pupils meets expectations for ARE.
Survey to all parents to assess how	Survey to go out to all	All stakeholders will be	Summer 25 and then	

many families may need correspondence in a different format	parents in a variety of languages and styles for completion asking how information is preferably shared.	aware that information can be accessed in a variety of formats	ongoing	
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