Equity Plan and Information Objectives including Accessibility Plans

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Introduction

This document supports and should be read alongside the Inclusive Multi Academy Trust Equality Plan 2021-23. This document can be found on the Trust website www.inclusivemat.co.uk

Beliefs and Promises

'For a better future'

At Laurance Haines, we **believe** in nurturing our community, providing keys to unlock opportunities and a better future for all.

We **promise** that our Laurance Haines community will:

- NURTURE and be nurtured
- RESPECT and respected
- TRUST and be trusted
- INNOVATE and be innovative
- INSPIRE and be inspired
- Be given opportunities for CHOICE

School context

Laurance Haines School is a non-denominational Community Primary School that is part of the Inclusive Multi-Academy Trust and is situated in West Watford. The area includes pockets of severe deprivation in an area of very mixed social composition that ranges from professional working backgrounds to unemployed. Housing is mixed and includes private ownership occupation, rented and housing association accommodation as well as multi-occupancy homes where there can be serious over-crowding. Children are also admitted from temporary accommodation at the Women's Refuge. There are higher than average levels of mobility with many children joining the school after the start of term and mid-year and this is reflected in Assess School Performance. The transient nature of the school is partly due to the close proximity of the local hospital where some parents are employed. Many of these children arrive from abroad with no attainment data and some speak no English. To highlight the degree of transition, 8 of the 56 children in Year 6 for 2022-23 children joined the school in Year 5 or Year 6.

The local community benefits significantly from its great diversity of cultures and ethnicities. The school welcomes and includes all families. There are currently 45 named languages and dialects spoken in school by both children, parents and staff. However, there are an additional 3 children who have their classification of language pending. This is beneficial in successfully promoting inclusion, understanding, learning and community cohesion.

The school is fed from two catchment areas. The first one being predominately privately owned or rented housing whose parents are in various occupations, including full-time employment in low skilled labour-based jobs or employed by the hospital. This is a vastly multi-cultural area. In certain cultures, over-crowding of housing is evident, with several of our families living in shared accommodation, the whole family living in one room. The second part of the catchment area is a large estate which is mainly social housing. Statistically, unemployment figures are higher in this part of the catchment area as are crime rates. Using the Index of Multiple Deprivation 2015 (Watford Borough Council Monitoring Report 2016), the Holywell, Vicarage and Central LSOAs fall within the 10% (first decile) most deprived areas in Hertfordshire.

Those eligible for the pupil premium funding is a percentage of 15% and as such is deemed lower than the national average. However, this is not a true reflection of the need of the community as many parents are unable to apply as they are new to the country and do not have recourse to public funds as well as low income families who require support through the rise in cost of living. The school has worked continuously to support families in the area and to address these issues.

The entry levels of children entering the Foundation Stage were significantly below age related expectation. This is because the children have poorly developed pre-learning skills and some speak only mother tongue

or are at an early stage of English language acquisition. This is reflected in assessment data that shows lower scores in language, communication, understanding of the world and mathematics than in other areas of learning.

The proportion of Global Majority, which refers to people who are Black, Asian, Brown, dual-heritage, indigenous to the global south, and or have been racialised as 'ethnic minorities', children is now 92.1% with 68% of these bilingual, speaking English as an additional language. The pupils' innate ability, attitudes to learning and parental support varies greatly between the different ethnic groups. As a result, some groups far exceed national expectation whereas other groups fall below the national average. The year-on-year trend for this varies. The school has a robust New Arrivals programme.

Data updated February 2023

Characteristic	Total	Breakdown (number and %)
Number of pupils	465	Number and % Female 233 50.1% Number and % Male 232 49.9%
Number of staff	71	94.4% Female 5.6% Male
Number of governors	9	78 % Female 22 % Male
Religious character		Non-Denominational
Attainment on entry		Lower than Hertfordshire/National Average
Mobility of school population		**2020/21 In year:** 48 leavers/31 arrivals **2021/22 In year:** 32 leavers/44 arrivals **2022/23 up until January:** 11 leavers/38 arrivals
Pupils eligible for Pupil Premium	70	15%
Deprivation factor		See above
Staff with a disability	1	1
Pupils with SEN (SEN/LDD)	68	15%
Pupils with SEN (with SEN)	13	3% (Children with 1:1 Support)
Global Majority pupils	428	92% - Some parent/carers have not provided relevant information.
Global Majority staff	36	Some staff have not provided relevant information
Pupils who are bilingual (EAL)	381	68%
Average attendance rate		**September 2020** – January 2021 - 96.4% **September 2021** - January 2022 - 92.6% **September 2022** - January 2023 - 91.7%
Significant partnerships, extended provision, etc.		Westfield Children's Centre, DSPL 9, Croxley Business Park, Queen's School, AllSports, First Touch Coaching, Portuguese School, Flip Theatre, Challenge Sport Education

Awards, accreditations, specialist status		Nurturing Schools Award, Eco Schools Green Flags Award, Schools Sports Gold Mark, The Dyslexia-SPLD Base Trust,

Accessibility Plan

Context

The intension of the Accessibility Plan is to:
1. Increase the extent to which all pupils can participate in the school curriculum,
2. Improve the physical environment of the school to increase the extent to which all pupils can take advantage of education and associated services, and
3. Improve the delivery to all pupils of written information.
4. To build community links, representative of the community's religions and beliefs

Description of school

The school was built in 1970/71.

Access to the school grounds is via a pedestrian entrance and a vehicle entrance from the public highway. Both entrances have lockable gates. All visitors to the school report to the school reception area, which is clearly signposted. This is situated on the upper level and can be accessed via the bridge. We have procedures in place to assist any pupil or visitor with a physical disability. There is a second entrance at the car park level which is used by staff and for kitchen deliveries. There are a further two ground level entrances at the rear of the school which are used by pupils and staff.   The two entrances at the front of the school are always locked. Staff have key fob access and visitors must use a voice link to the school reception area. CCTV is installed which allows the school reception area to monitor the front area of the school including all public entrances.

School facilities

There is a designated disabled parking bay adjacent to the school reception area. Our fire alarm system provides visual aid for people with impaired hearing. The school has a unisex disabled toilet on the upper level in the administration corridor. Visually contrasting colours are used on all external signage. All doorways have wheelchair access and mobile ramps are provided. Where children or adults have a physical disability, where appropriate, a risk assessment will be undertaken and a designated escort will be available in case of evacuation. Visual aids for the outlines, equipment, steps and other hazards of the KS1 playground were installed in 2018. Should any information be inaccessible to any stakeholder, the school can arrange either to translate, read and/or explain the contents. The school will endeavour to make reasonable adjustments whenever necessary. All pregnant workers have a risk assessment which is reviewed throughout their pregnancy and also upon their return to work.

School culture

Both the family and staff communities are diverse in their makeup. The school promotes an inclusive culture and provision to current and prospective parents. Protected characteristics are well represented in the children and the wider community, with many of the world religions and beliefs are represented across the community. The school team work to provide a safe space in school for children, parents and staff, nurturing the community with each action it takes. All children, staff and parents are encouraged to identify and connect with the statement, "You see me, you hear me, I belong." We aim for the children to be comfortable in who they are now and in who they want to become.

School Layout

Whilst the main school is a split-level building, built on to the side of a slope, access to and from classrooms to the grounds is possible on both levels. Internal movement from levels within the building is via staircases. Access to the whole of the school grounds is made possible by walkways incorporating slopes.

Identifying Barriers to Access: A Checklist

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive but has encouraged us to ensure a flexible approach to the further questioning of the accessibility at Laurance Haines School.

The **Disability** checklist was completed by Sebastian Gray (Headteacher) and Brian Philipson (Site Manager).

The **Race** checklist was completed by Sebastian Gray (Headteacher) and Nicola Furey (Pastoral Lead).

The **Religion/Faith** checklist was completed by Sebastian Gray (Headteacher0, Nicola Furey Pastoral Lead), Safina Shan (SEN TA) and Mike Dobner (Chair of Governors).

Section 1: How does your school deliver the curriculum?

Disability	Red	Amber	Green
Do teachers and teaching assistants have the necessary training to teach and support disabled children?		*	
Are classrooms optimally organised for disabled pupils?		*	
Do lessons provide opportunities for all pupils to achieve?			*
Are lessons responsive to pupil diversity?		*	
Are all pupils encouraged to take part in the foundation subjects, ensuring a breadth of experience?			*
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			*
Do staff recognise and allow for the mental effort expended by some disabled pupils and staff, for example using lip reading?		*	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			*
Is access provided to computer technology appropriate for students with disabilities?			*
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			*
Are there high expectations of all pupils?			*
Do staff seek to remove all barriers to learning and participation?			*

Race	Red	Amber	Green
Do teachers and teaching assistants have the necessary training to notice and challenge racism?			*
Do teachers and teaching assistants have the necessary training to teach children to be anti-racist?		*	
Do lessons provide opportunities for all pupils to explore different people, cultures and hidden histories?		*	
Are lessons responsive to pupil race and ethnicity?		*	
Are there opportunities for learning to explore race as individuals, pairs, groups and the whole class?		*	
Are all pupils encouraged to speak about race, racism and to challenge discrimination?		*	

	Red	Amber	Green
Do staff recognise potential emotional responses to learning and talking about racism and allow space for reflection of personal identity and experiences?		*	
Are school visits, including overseas visits, risk assessed to ensure children will be free from racism or discrimination?		*	
Are there high expectations of children's ambition to influence and experience the benefits of an anti-racist culture?		*	
Do staff seek opportunities to address and teach about anti-racism across the curriculum and the school day?		*	

Religion and Belief	Red	Amber	Green
Do teachers and teaching assistants have the necessary training to notice and challenge discrimination against religion and belief?		*	
Do teachers and teaching assistants have the necessary training to teach children about religion and belief?		*	
Are children given space to share their religion and belief with others?		*	
Do lessons provide opportunities for all pupils to explore different religions and beliefs?		*	
Are there opportunities for learning to explore religion and belief as individuals, pairs, groups and the whole class?	*		
Are all pupils encouraged to speak about religion and belief and challenge discrimination?	*		
Do staff recognise potential emotional responses to learning and talking about religion and belief and allow space for reflection of personal identity and experiences?		*	
Are school visits, including overseas visits, risk assessed to ensure children are exposed to places of worship across different religions and beliefs?	*		
Are children and staff who choose not to follow a religion or belief included and valued?	*		

Section 2: Is your school designed to meet the needs of all pupils?

Disability	Red	Amber	Green
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		*	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		*	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			*
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			*
Are any of the décor or signage considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			*
Are areas to which pupils should have access well lit?			*
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			*
Is furniture and equipment selected, adjusted and located appropriately?			*

Race	Red	Amber	Green

Are classrooms representative of the diversity across the school community?		*	
Is the curriculum well-resourced to support the delivery of inclusive and representative learning?		*	
Is all school communication supportive and inclusive for all children and families?	*		
Are all communal areas representative of the community?			*

Religion and beliefs	Red	Amber	Green
Are classrooms representative of the diverse religions and beliefs across the school community?	*		
Are religious celebrations and special days reflected in the school environment?	*		
Is the curriculum well-resourced to support the delivery of religion?	*		
Is all school communication supportive and inclusive for all children and families and their chosen religions and beliefs?		*	

Section 3: How does your school deliver materials in other formats?

Disability	Red	Amber	Green
Is information provided in simple language, symbols large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			*
Is information provided that is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud writing on the whiteboard and describing diagrams?			*
Are the facilities such as ICT to produce written information in different formats?			*
Are staff familiar with technology and practices developed to assist people with disabilities?			*
Do staff ensure that children with autism are able to access their learning resources?			*

Race	Red	Amber	Green
Is there policy for staff to identify, challenge and teach in moments of discrimination and racism?			*
Are staff equipped with the correct language and scripts to challenge racism and call children or staff in?			*
Are children equipped with the correct language and scripts to challenge racism and ask for help?		*	
Is the curriculum well-resourced to support the delivery of inclusive and representative learning?		*	
Is all school communication supportive and inclusive for all children and families?		*	

Religion and beliefs	Red	Amber	Green
Is policy provided for staff to identify, challenge and teach in moments of discrimination against religion and beliefs?			*
Are staff equipped with the correct language, scripts to challenge discrimination against religion and beliefs and call children or staff in?			*
Is the curriculum well-resourced to support the delivery of inclusive and representative learning around religion and beliefs?	*		
Is all school communication supportive, inclusive and shows recognition of religion and belief for all children and families?		*	

Access Plan 2023

This is the access plan for Laurance Haines School, which has been created after reviewing all aspects of the school site, the Inclusion Policy and the Equity Plan, and looking at options for improving accessibility within existing arrangements. The school will monitor the implementation of the plan at least annually and keep under review the access needs of the school.

Reviewed: Summer term 2023 (Blue)   Autumn term 2023 (Amber)   Spring term 2024 (Green)

1: Access to the Curriculum:

	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	To provide support for parents to understand and support learning around race	Communicate with parents about racism and the anti-racist initiatives across the school	Parents informed about the curriculum, learning experiences and are prepared for conversations that may take place at home before and after the learning	Parent Forum established and teachers notifying parents of key learning Summer 23	
Medium term	To provide support for children, staff and families around creating a truly inclusive culture, with acceptance of all religions and beliefs	Provide CPD for staff around developing deep understanding about religions and beliefs Implement Discovery RE to support staff subject knowledge around religions and beliefs Children to be taught how to learn about and learn from religions and beliefs, with a respect and acceptance	Staff show a curiosity for learning around the religions and beliefs represented in the class and in the wider community Children and families are consulted and given a platform to share religions and beliefs in school Local religious leaders consulted and invited into school to support staff and children's knowledge	Networking to begin in Summer 23 Invitations to school to be sent for Autumn 23	
Long term	To assess the Intersectional risk, where multiple vulnerabilities can lead to discrimination against children and staff	Staff identifying own intersectional vulnerabilities, working beyond the protected characteristics Agreed approach for identifying multiple vulnerabilities for children Staff knowing intersectional risk for classes and children across the school	Staff equipped to support children and colleagues with multiple vulnerabilities Barriers to learning and a sense of belonging can be identified and then supported to break down	Spring 24	

2: Physical Environment

	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	Ensure pupils can see and hear themselves, reflecting their religions and beliefs	Teachers to have a "You see me, you hear me, I belong." board in the classrooms Children's religions and beliefs are represented in classrooms and shared spaces	Children feel a sense of belonging in the environments and the experiences in school They can see and hear themselves in the media used for learning Children are clear on their sense of identity	Summer term 2023	
Medium Term	To ensure appropriate religious artefacts, literature and resources are accessible for all	Teachers and children have access to a range of religious artefacts, literature, and resources to support learning The library is representative of religions and beliefs from across the school community as well as those that are not represented	Religions and faiths to be seen, celebrated, and understood by children and staff Building links with the community and religious leaders	Autumn 2023	
Long Term	To ensure the school is seen as a welcoming place for all prospective parents, children and families	Promotion of the celebration of diversity, culture, ethnicity and heritage of the school with the wider community Parent questionnaires for new families exploring the reasons for LHS being school of choice to form a part of the New Arrivals programme	Laurance Haines becomes the school of choice for families from all communities across Watford	Review of pupil numbers termly Annual review of admissions numbers and parent questionnaires for new starters to inform	

3: Delivering Materials in other formats

	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	Develop links with local religious leaders to support learning for children and staff	To utilise staff connections with religious leader in the community To extend links with community members and religious leaders	Network of religious figures established Support for curriculum delivery and CPD for staff	Summer 2023	
Medium Term	Enhanced curriculum experiences for Religious Education, through education visits and experiences	List of available local trips to places of worship Key connections with Religious Leaders Prepared risk assessments for educational visits	At least one education visit per year committed to place of worship	Summer 2024	
Long Term	EDI Focus group to be established for the children, forming a committee for the school parliament	Provide opportunity for children to join focus group reporting on experiences in the classroom, on the playground and around school	Focus group to provide ongoing feedback about the culture Focus group to influence the questions and suggested actions shared in the EDI forum	Spring 2024	

Equity Action Plan 2023

The measurable success indicators relate to ALL children, staff and parents identifying and connecting with the statement, "You see me. You hear me. I belong."

1. **Every child and member of staff feels confident talking about protected characteristics (confidence to seek opportunities to teach)**
2. **Every child and member of staff to challenge discrimination of any kind (policy/procedure)**
3. **Every child to trust the school in dealing with discrimination (pupil/staff voice)**

Equitable Objective	Protected Characteristic	RAG	Measurable Success Indicator	Responsibility	When	Outcome
To review recruitment and retention strategies, ensuring opportunity for all	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy/Maternity Ethnicity and race Religion or belief Sex Sexual orientation		• Diversity on interview panels and feedback panels (including Govenors), reviewed questions and responses • Provide pathways for global majority staff – Coaching and mentoring sessions to provide "Support to be ambitious" • Review all school media to assess how inclusive the language and opportunities are • Senior Leadership team recruitment to positively reflect the diversity of our school community • Governor recruitment to positively reflect the diversity of our school community	Headship team/Governors Headship and central trust team Office Head/Chair of Governors Headship team/Chair of Governors	Summer 23 Summer 23 Immediately May 23 Ongoing	
To enhance opportunities for brave conversations about discrimination	Lens on Religion and Belief (other protected characteristics)		• Continue to host EDI forums, offering a safe and brave space and creating an equitable culture • Staff building confidence in the literacy of religion and belief and knowing how to identify	ALL Headship team/SLT SLT/Community members	Monthly Summer term	

			and challenge discrimination against it	Teachers/ PST Lead	Immediately
		•	Protected space in calm start and jigsaw lessons for conversations with children about experiences of discrimination	ALL	Ongoing (as confidence grows) Monthly Autumn 2023
		•	Maximise EDI Forum attendance with representation from every year group teaching team	ALL	
		•	Children's action group/parliament/committee for EDI to be established	Headship/ PST lead Headship team	March 24
		•	Risk assessment around vulnerability to discrimination – intersectionality – for children and staff (1st)		
To offer a diversifying, decolonising, and inclusivising curriculum	Lens on Religion and Beliefs Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy/Maternity Ethnicity and race Religion or belief Sex Sexual orientation	•	Establish planning groups and CPD to support staff awareness and confidence around diverse learning opportunities and critical questioning	ALL	Ongoing
		•	Representative learning opportunities available across the curriculum	Teachers	Ongoing
		•	Curriculum experiences, community days and pupil voice to demonstrate children developing a sense of belonging and connected with the statement, "You see me. You hear me. I belong."	ALL	Ongoing
		•	Assemblies on extraordinary persons to promote diversity and open discussions around discrimination and adversity	ALL	Ongoing
		•	Reflection/pupil voice of most vulnerable children and staff around experiences (such as	Curriculum reviews	2-3 per term

			visitors, special days, celebrations etc)		
		•	Teachers and leaders to plan and deliver Like me project, supporting children to build a sense of identity and belonging	All	Spring 2023