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Single Equality and Access Action Plan 2017-2018

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Single Equality & Access Action Plan 2017/18

Ormiston Bolingbroke Academy is committed to promoting and embedding equality and diversity and preventing discrimination in all areas of its work.

Through its Single Equality Policy and this Annual Action Plan the School aims to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it Protected Characteristics under the Act are: Age, Disability (learning and physical), Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation. The functions through which OBA will ensure the integration and equality are:

- Awareness
- Learning and Teaching (the Curriculum)
- Access and Facilities
- Student Admissions and Outcomes
- Student Guidance and Support
- Working with Others
- Staff Recruitment, Selection and Promotion
- Staff retention and Flexibility

Staff Induction and Development The Vice Principal (who heads the team whose role is to support vulnerable groups) will have overall responsibility for the implementation of the Annual Single Equality Action Plan and all managers and staff will have specific responsibilities which are detailed within.

Function	Action	Outcome	Indicators of Success	Responsibility
Awareness	Ensure that the OBA Single Equality Policy Statement is available on the website.	All stakeholders are aware of their responsibility.	The action plan becomes a live document and is acted upon.	Vice Principal – Student Services
Learning and Teaching	Review the content of the teaching materials.	Teachers plan for all students in their classes.	All staff are aware of disability access plan and this is reflected in the planning of learning opportunities within their subject and during ECM.	Curriculum Leaders and All Staff
	As part of the overall approach to developing citizenship skills, embed the opportunities within the curriculum to address issues such as discrimination, harassment, victimisation and all other conduct prohibited by the Equality Act 2010.	All students are aware of acceptable conduct under the Equality Act 2010 through school policies and practices.	SOW for ECM will reflect the key aspects of the Equality Act 2010.	All Staff Lead for ECM
	Implement a system for	Reports will be passed to	Incidents reported will be acted	Vice Principal – Student Services in

	reporting, recording and monitoring incidents of prejudice involving staff and students.	governors termly recording incidents of prejudice involving staff and students.	on in the most appropriate manner.	conjunction with Principal
	Review assessment criteria and instruments of assessment to ensure that they are not discriminatory and that, where possible, reasonable adjustments have been made to take account of the needs of students with a protected characteristic.	All students can access appropriate assessment models.	Staff will develop a variety of ways of assessing the progress made in class and over a period of time.	All Staff/HOD
	Take account of the achievement of all pupils when planning for future learning and setting challenging targets.	All students make appropriate progress in each learning opportunity.	Teachers use the new planning sheets to allow a more reflective approach to lesson preparation/differentiation.	All Staff/HOD
Access and Facilities	Continue to assess the needs of students with a disability and implement appropriate personal support plans.	Students with a disability will receive additional support as required.	Positive student comments and results Parental involvement and support.	SENDCo Attendance team
	Continue to meet and invite representatives from	On-going communication and consultation with	Links with outside agencies and improved awareness of support	Vice Principal – Student Services

	outside agencies to attend as guest speakers to assist in the on- going consultation to improve equality and eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.	outside agencies to offer opportunities and suggestions for improvement in relation to Protected Characteristics.	systems within the school.	Heads of Year ECM Coordinator
	Evaluate the current building access and make reasonable adjustments when required.	Any future refurbishment will maximise DDA regulations.	Greater access for wheel chair users. Continue to ensure H and S regulations are enforced for all.	Principal Finance Director Bursar Site Manager
Student Admissions and Outcomes	Monitor and analyse, retention, achievement and progression of students with relevant protected characteristics. Identify any trends, actions to meet the specific needs of students with different disabilities. Targets set to improve progress where	Issue affecting specific students will be identified and actions or reasonable adjustments will be put in place to address these.	All students admitted 'in year' will have accessed specific intervention by Year Leader who will organise the appropriate interventions to ensure student progress.	Vice Principal – Student Services Heads of Year

	appropriate.			
	Provide additional support for students with a relevant protected characteristic at admissions stage through improved links with designated staff.	To ease transition and provide a support mechanism to assist students with a protected characteristic as specified in the Equality Act 2010.	Transition pathways and procedures will have been implemented to ensure that any students with protected characteristics will have had all their welfare needs fully met by the school.	Vice Principal – student services
Working with Others	Ensure that Local Authority Partners and other agencies who work regularly in school receive a copy of the Single Equality Policy as part of our link arrangements.	Greater understanding by agencies of the schools commitment to promote equality.	Agencies work within our framework for equality.	SLT
	Those who use the school site ‘out of hours’ are aware of the schools Single Equality Plan.	All community use will work within the remit of the Single Equality Policy. Monitor those who use the facilities by protected characteristics.	Information in monitoring reports.	Finance Director
Staff Recruitment, Selection and Promotion	Monitor staff appointments, promotions, disciplinary and grievance cases and turnover by relevant	Identification of any trends or issues/areas for improvement by developing a profile of staff.	Information in monitoring reports.	HR Manager Board of Governors

	protected characteristics.			
Staff Induction and Development	Monitor staff induction and ensure that all staff undertake 'Handling Equality and Diversity training' within six months of taking up post.	All new staff will attend equal opportunities training and will understand their responsibilities.	All staff will have an understanding of the expectations of the Equality Act 2010. This will be evidenced in departmental action plans and training evaluations.	Assistant Principal – Teaching and Learning
	Check that adjustments have been made for new staff with disabilities through the induction and review process.	Reasonable adjustments will be implemented.	Any new staff with protected characteristics will, due to appropriate adjustments, be able to work at OBA.	HR Manager Assistant Principal – Teaching and Learning
	Ensure all trainee teacher placements are monitored by protected characteristic and identify trends to act on for improvement.	Liaise with partner universities as required.	Any issues arising will have been addressed to ensure equality amongst trainees.	Assistant Principal – Teaching and Learning
Quality Assurance and Quality Improvement	Carry out consultative meetings with staff to assess the effectiveness of the school's approaches to the promotion of equality and diversity for staff.	Views of all staff will be obtained and actions for improvement will be identified.	Positive staff feedback.	Vice Principal – Student Services

Accessibility Audit 2017/18- The Learning Environment, Resources and ICT

Accessibility Criteria	Evidence	Where?
<p>The learning environment is well planned to support learning and teaching.</p>	<ul style="list-style-type: none"> • Classrooms are well resourced to support teaching and learning • Disabled Access is provided and is checked annually for suitability. Lifts are situated to enable access to all parts of the Academy. Classes can move to allow access for the full curriculum. A height adjusting wheelchair is available to allow student access to lab benches for practical work in science and technology. In catering there is a low work bench, sink and hob for food preparation and cooking. • Disabled toilets are provided • Classroom and corridor displays are regularly updated and celebrate achievements and work. Where appropriate, displays are subject, age and ability related • Temporary displays are mounted to enrich the experience of project days for the students. Students Art work is displayed on corridors 	<p>All classrooms</p> <p>Audit of site conducted on an annual basis – Site Manager</p> <p>School hall displays, corridors</p> <p>Corridors/display cabinets</p>
	<ul style="list-style-type: none"> • Faculty promotional banners are used to inform parents and students of opportunities within those subject areas and highlight subject areas for external events. Pastoral displays; for example promoting Attendance matters, ECM, Enrichment Opportunities, Saturday Academy etc. 	<p>All classrooms</p>

	<p>are displayed during events such as Open Evening, House Banners are displayed at events to help promote the house community spirit and identity. Banners are also used to display achievement of students</p> <ul style="list-style-type: none"> • Posters displaying the names of the universities attended by staff are positioned outside classrooms to inspire students • After-school, there is a wealth of activities for students to attend. Belonging to a team/club is a school propriety for 2017/18 	
<p>Resources, the library and accessible ICT are arranged to support learning.</p>	<ul style="list-style-type: none"> • Every classroom has an interactive whiteboard with speakers and a fixed teacher PC. Classrooms also feature a dry wipe whiteboard. Class sets of iPads and laptops are accessible for faculties to use within lessons, with a clearly shared booking system • OBA has an ICT help desk for staff and students to access support from technicians • Laptops/ ipad/ICT suites booked by a variety of subjects/year groups- See ICT usage report • These resources are accessible due to the fact they are taken to students • The Library has the accelerated reader scheme and allows for all abilities to achieve success- Accelerated reader records 	<p>Classrooms</p> <p>Dedicated ICT rooms</p> <p>Library</p> <p>Other computer areas</p> <p>Laptop and ipad trollies</p>

<p>There is order and organisation of resources for accessibility and ease of movement.</p>	<ul style="list-style-type: none"> • There is a clear booking system within the academy to allow staff to book meeting rooms, ICT equipment, Media equipment and technician support • The academy has three mini buses that can be booked, one of which has wheel chair access 	<p>ICT help desk</p>
<p>Differential resources for individuals, including specialised, needs e.g. more able learners and/or learners requiring additional support.</p>	<ul style="list-style-type: none"> • Lesson observation reports show evidence of effective high quality differentiation in lessons • Resource allocation in conjunction with curriculum planning also considers inclusion e.g. the provision of laptops, iPads and specialised software including coloured filters on computer screens • Students with visual impairment have access to overlays, large print and coloured exercise books. Handwriting pens are available to pupils if required. A range of specialised in class resources are used in the nurture group • Extension tasks are used within lessons to support more able students and extend their learning • Aspirational visits are arranged to extend knowledge and understanding 	<p>All classrooms</p>

<p>Communication, oral and written, is effective in supporting learning and teaching including parent needs for translation and interpretation.</p>	<ul style="list-style-type: none"> • Staff briefing takes place twice weekly and minutes are emailed out to all staff along with any additional information. Internal email is a key means of communication between staff and between staff and pupils • Pastoral briefing, TAC meetings, Year briefings take place weekly and Heads of Faculty briefing is held monthly. SEND Rap- held termly is a key method of communication between HOY and SEND team • ICT is used in the delivery of assemblies and speakers are invited to enrich the assembly rota in specific areas • Pupil profiles, provision maps, behaviour logs and attendance information is all available electronically and is stored on the staff shared area 	<p>School Calendar and minutes</p> <p>SLT minutes School Calendar</p> <p>Academy Web site</p>
	<ul style="list-style-type: none"> • Pupil progress reports are sent home to parents and also available on SIMS • All Staff and students have access to office 365 including office and email • The Academy encourages parents to bring a supportive representative for meetings if required e.g. parent partnership 	
<p>Classroom arrangements, including TA deployment and use, support good learning.</p>	<ul style="list-style-type: none"> • All pupils who are identified as receiving funded provision from the LA to support their additional needs have timetabled support to meet their criteria 	<p>SENDCo</p>

	<p>Additional to this any students identified as requiring intervention may receive interventions through faculties as well as SEND</p> <ul style="list-style-type: none"> • All SEND teaching assistants champion an area of special needs, including ASD, Visual impairment, Dyslexia and access arrangements. We have a specialist in working with those with hearing impairment. They are all deployed to support students with entitled hours of support from the LA • Graduate teaching assistants are deployed through faculties and support is directed by the head of faculty to classes or specific students requiring further intervention 	
	<ul style="list-style-type: none"> • intervention sessions take place to support individuals where gaps are seen in their progress in relation to their peers. Intense 1-1 support is available to our year 11 students as they prepare for their GCSE examinations this includes breakfast club and enrichment sessions and Saturday academy 	
<p>Positive images of Inclusive practice, displays and photographs, newsletters are evident.</p>	<ul style="list-style-type: none"> • Classroom and corridor displays celebrate the many achievements our students have made both in school and during the out of classroom learning experiences academy students have been engaged in e.g. school productions, overseas visits and sporting success. These 	<p>Mrs Powell (Displays)</p> <p>Mrs Snagg – publicity and</p>

	<p>are also promoted and displayed outside the building on banners, visual display units and in the local newspapers</p> <ul style="list-style-type: none"> • Quotes around the academy are inspirational and reflect the more diverse society we are part of • Newsletter reports on the successes of all 	marketing
Celebrations of achievements at different levels and a variety of means.	<ul style="list-style-type: none"> • Achievements are celebrated through telephone calls and postcards home 	Year Leaders and Curriculum Leaders
	<ul style="list-style-type: none"> • Data from achievement contributes to the Inter House competitions • Attendance team offer a prize for form of the week • A newsletter is published each week and is available on the academy website. Articles are written about students who have achieved awards both in and out of school • Film/ photos of concerts/ plays/ hair and fashion evening reflect the whole school population success at various levels- an inclusive approach to all events is demonstrated • ECM day make a positive contribution lead to the academy make positive links in the community and with other agencies 	<p>Mrs Snagg – publicity and marketing</p> <p>ECM lead</p>

<p>Use of ICT to enhance learning across abilities.</p>	<ul style="list-style-type: none"> • A range of departments (e.g. maths) use ICT programmes to support learning across all abilities • The use of visualisers give exemplar exam answers and technique 	<p>Curriculum Leaders</p>
<p>Adaptive ICT for individual needs.</p>	<ul style="list-style-type: none"> • Staff adapt back ground colour of PowerPoints- based on information in pupil passports • VI students used a magnifier when required • Laptops available to support students when required e.g. injury etc 	<p>All classrooms SEN records EHCP</p>
<p>Additional resources and adaptations for disabled (differently abled) students.</p>	<ul style="list-style-type: none"> • Use of lift for students with mobility problems • Ramps situated at key points around the academy • Evac chairs situated at key evacuation points • Information on students with additional needs is made available for all staff on the academy shared area. This supports staff by giving an outline to each pupil's individual needs and provides suggestions to possible • Where necessary TA/Staff support is provided to allow access for students with additional needs e.g. evacuation procedure for student in wheelchair with staff trained to ensure safe evacuation, Preparation currently as part of transition for similar support to be in place for year 6 students as they transfer to OBA • Disabled parking facilities are available 	<p>Site Manager</p>

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Resources are purchased to identified need.	<ul style="list-style-type: none"> Resources are identified by the academy and purchased according to the needs of the students. Examples have include; rising chair, evac chairs, ramps to stage, coloured overlays, exercise books with coloured paper, Magnifier/viewer/iPad for VI student, Chrome books for extended writing 	SENCo