

Accessibility and Equality Duty 2022-2025 – 3-year plan – Year 3 of 3
AFI focus: L&M Ofsted framework link- all areas

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| Statement of intent: To be inclusive and flexible, reflecting our diverse community, where everyone is treated fairly and with respect. To ensure fair treatment, fair outcomes and equal access for all. To meet expectations of the Equality Duty. | SLT Leads: RG with SLT – CS plus BS NP BF SR |
| Related Action Plans: , L1, T2, P3 | Scrutinising Committee and/or link Governor: Finance & Wellbeing- Gianjeet Hunjan FGB- Steve Sparkes |

Related AFI from OFSTED: Leaders are not consistently setting clear targets for some pupils with SEND or pupils who have EAL. As a result, staff do not know as precisely as they should how to adapt work to best meet these pupils' needs. Leaders should ensure that reliable procedures are in place to assess these pupils' progress, identify their next steps and communicate this information to those who teach them.

What are intended outcomes for SIP areas?

| Key staff | FOCUS | Objective | Rationale including AFis | Governing Committee |
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| L1 CS NP BF SR RG AC | LEARNS TLAC POP SEN K, EAL, GDS, equality, basic skills, feedback Reading/SPAG/writing maths | To maximise engagement and participation of all pupils, staff CPD on effective teaching and learning strategies will be provided. Effective adaptation and feedback will ensure that every child reaches their full potential across all areas of the curriculum. Our bespoke curriculum is designed to offer a wealth of experiences and opportunities whereby all children gain skills which can be utilised in school and beyond. increase the extent to which disabled pupils can participate in the curriculum; | In Spring and Summer 24, a pilot group was selected and trained in TLAC strategies, which includes regular coaching and personalised development opportunities. This will be launched to all staff in Autumn '24, and will remain priority throughout the academic year. To ensure the highest standards, a continued focus on staff being able to skilfully adapt learning to meet specific needs, securing basic skills and providing effective feedback, will close gaps between groups and ensure all pupils meet their full potential. Learning is planned to motivate, enthuse and increase awareness of opportunities available in the wider world. Children are encouraged and inspired to produce quality presented outcomes, rich in knowledge and understanding. Outcomes in writing and maths show perfected basic skills, including SPAG and fluency in mathematics. | Quality of Education |
| T2 BS CA CS NT SR | THRIVES Wellbeing&workload Attendance Family Hub Health4Life | To utilise school resources, including a vibrant family hub, to facilitate the health and wellbeing of all of the Ferndale family, resulting in enhanced attendance and provision that enables all to thrive. Staff are empowered to be the best version of themselves. Through research into the best practice for personal and professional growth, staff are empowered to inspire pupils and each other. Pupils will enjoy enhanced opportunities that | In Summer 24, Ferndale won a bid to enhance provision in the Family hub to support the local community's well-being. This, along with the new DfE workload updates will be considered to ensure staff are empowered to support daily attendance and a place where children want to be. The impact of the Health4Life initiative in this will be key to community and physical engagement. Ferndale already prides itself in being inclusive and supportive of wellbeing for all. This will also further enhance aspirations to continue from last year's SIP in the form of careers work. | Q of E FGB F&WB |

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| RG | | <p>inspire them to flourish and grow. This is underpinned by a whole school holistic approach to the health and well-being and the development of the whole child within our local community.</p> <p>improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;</p> | <p>Accessible use of the family hub for disabled users will be considered as part of this- access for wheelchairs, hearing loop etc.</p> | |
| P3 RG | PROTECTS Sustainability & the environment Equality | <p>Use effective, consistent strategies within a stimulating school environment to protect and support all in achieving high standards in all areas. The sustainability and protection of this environment is enhanced. Everyone celebrates themselves as individuals, recognising the positive contribution they can make today and in the future.</p> <p>improve the availability of accessible information to disabled pupils.</p> | <p>Ferndale already prides itself in being inclusive. The equality and diversity at the heart of our school and community is celebrated and continues to enhance the curriculum, with this year aiming for a renewal in the GOLD award.</p> <p>School is increasingly aware of the impact it must have on the sustainability of the environment around us. Linking this into the Ferndale Family hub and Health4Life initiatives is essential for embedding this. This in part is the availability of information in the hub- ensuring parents of children with SEN, new parents, those new to UK and those with their own needs are all signposted to the right support.</p> | Quality of Education FGB Finance and well being |

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| Objectives | <p>Teaching and Learning focus:</p> <p>To narrow the gap for all children in Reading, Writing and Mathematics standards between our children and those attained Nationally at all levels in school, particularly for those children in receipt of Pupil Premium funding or within identified vulnerable groups.</p> <p>To maintain a very low rate or eradication of (reduce the incidence of) prejudice-related bullying and hostility throughout the school in relation to the protected characteristics.</p> <p>To continue to promote and enhance community and cultural cohesion and a sense of shared belonging in the school, and in the school's neighbourhood, underpinned by a sense of Fundamental British Values.</p> |

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| | <p>To promote positive attitudes to personal development through the teaching of the curriculum, assemblies and RE, alongside the wider offer of enrichment at Ferndale, with particular reference to issues of celebrating equality and diversity.</p> <p>To continue to consult with users of the building to ensure equality and access for all.</p> <p>‘belong-believe-achieve’</p> <p>Assessment for learning focus: To ensure the curriculum is adapted to provide for all groups.</p> <p>Equality Duty links:</p> <ul style="list-style-type: none"> ● increase the extent to which disabled pupils can participate in the curriculum; ● improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and ● improve the availability of accessible information to disabled pupils. | |
| Impact Milestones | <p>Curriculum –when planning for implementation account taken of equality and how eg community and Ferndale 50 actions incorporated, links to values and learning 9 throughout daily life – Personal Development, SMSC, PSHME, Preparation for Adulthood links – see evidence files eg onenote etc for this</p> <p>Democracy - election system set up for JL:T& school council etc to emulate key Fundamental British Value and Life in Modern Britain</p> <p>Debate club supports Personal Development criteria</p> <p>Racism awareness improved–during assemblies, embedded in curriculum, values, Learning 9 etc</p> <p>Assemblies used to positively promote images of disabled people, possible visitors in – eg use WBA foundation links.</p> <p>Community and cultural cohesion - Pupils gain a greater understanding of some of the needs of children in the international community – tolerance and respect</p> <p>Links made with local religious leaders to engage with the school curriculum to enhance learning/awareness in assembly, speakers and visits.</p> <p>Developed community contact with pupils through various activities that celebrate their interests and talents– eg reading, sport. debate, project and competition work</p> <p>Promoted cross-cultural and inter-faith contact - Links continued with other schools eg football matches, temple – supported children's understanding of different cultures and the diversity in Britain today.</p> <p>Imagination Studio used to experience ideas of different places of worship, faiths, cultures, beliefs.</p> <p>Parents offered educational, parenting and wellbeing opportunities within school- awareness of outcomes from the Poverty Proofing Audit of Summer 23. Consider use of spare space within grounds to enhance community support. Use of Family hub to further enhance and signpost families and reduce poverty gap.</p> <p>RE curriculum includes links to diversity and equality in line with NC</p> <p>Equality award GOLD renewed in 2024.</p> | <p>Monitoring</p> <p>HT report to Governors indicates progress towards targets- RG</p> <p>–SIP RAG rate termly</p> <p>Data analysis – CS/BS feed to SLT</p> <p>– any exclusion or bullying statistics</p> |
| Required resources | Capital funding for building alterations eg for community use of building at top and bottom areas – family hub spoke funding link | See budget for capital funds |
| 3-year intent and financial planning | <p>Long term Statement of Intent: To meet expectations of Duty, enhancing provision, environment and ethos.</p> <p>Any links to other plans: what gaps remain? Consider any bullying and exclusion statistics of specific groups eg SEND, PP</p> | <p>Resource implications to consider for 2025/26:</p> <p>Any accessibility implications from new users?</p> |