



Star



Eden Boys

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

EQUALITY AND ACCESSIBILITY PLAN

2023-24

Eden Boys' School, Bolton



Document control

This document has been approved for operation within:	All Trust Schools with an Islamic faith designation		
Status	Trust Requirement		
Owner	Star Academies		
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Review period	1 Year	Version	7



Equality and Accessibility Plan

Contributing to Equality, Diversity and Inclusion

Every individual within our School has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, our School will actively promote policies and procedures aimed at realising the full potential of every individual and maximise resources to ensure that opportunities are open to all.

The School will apply equality within all aspects of our operation, which include:

- staff recruitment, staff promotion, staff training and staff pay
- the curriculum, teaching and learning and classroom practice
- pupil admissions and attendance
- pupil attainment and progress
- pupil behaviour, discipline and exclusions
- pupil personal development and pastoral care
- membership of the Local Accountability Boards
- partnerships with parents and communities

The School will consider the needs of all individuals and our duty towards the 'protected characteristics': age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion/belief, sex and sexual orientation.

To meet our duty we will:

- Adopt the Trust Equality, Diversity and Inclusion Policy and publish it on our website
- Contribute towards delivering the Trust Equality Objectives
- Produce an Accessibility Plan and publish it on our website
- Complete an Equality Impact Assessment to consider the implications of any decisions that may harm individuals on the grounds of the 'protected characteristics' identified above
- Ensure our commitment to equality, diversity and inclusion is reflected within the attitudes and behaviour of our staff, and be willing to acknowledge and tackle examples of unacceptable behaviour



- Support the Trust to complete an 'Annual Equalities Statement' by providing monitoring data to it – thereby demonstrating the School meeting its equality duty

Equality Objectives

The School will contribute towards the Trust's Equality Objectives through the delivery of our priorities.

Objective 1: Embed equality, diversity and inclusion into our curriculum, teaching and learning practice

Indicative Action:

- Identify opportunities to promote diversity through all aspects of the curriculum, e.g. study of historical figures
- Promote engagement of visiting speakers to school to broaden children's perceptions of diversity
- Ensure the school calendar and displays reflect opportunities to reflect and remember the importance of diversity
- Deliver a programme of assemblies, outside visitors, leadership opportunities and educational visits to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics
- Careful tracking of attainment and progress for all pupils
- Ensure reasonable adjustments are in place for children requiring them
- Monitor engagement of uptake at any extra-curricular activities or enrichment provision to ensure opportunities are accessible to all
- Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assembly or PSHE sessions
- Promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values

Objective 2: Embed equality, diversity and inclusion across our school

Indicative Action:

- Provide appropriate communication, awareness and training on policies and procedures that incorporate equality requirements
- Analyse any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this
- Support the development of staff equalities data
- Support positive action to reduce Gender Pay Gaps where possible
- Support the promotion of opportunities for staff voice and dialogue on equality, diversity and inclusion



Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas:

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Ensure that the school estate remains fully accessible to wheelchair users and those with limited mobility, including learners with hearing or visual impairments.	SBH	Maintenance Budget	Sept 2023 onwards	<ul style="list-style-type: none"> • Clear signage and good lighting internally and externally, to aid learners with visual impairment to move easily and safely around the site. • All external paths leading to entrances are accessible from pavement level with no steps to impede wheelchair users. • DDA compliant lift from ground floor provides easy access to all floors and all facilities including Prayer Hall and ablution.



				<ul style="list-style-type: none"> • Designated parking bays and parking permits for those with disabilities. • Daily checks ensure all entrances and routes are safe and free from hazards.
Easily accessible toilet and shower facilities with hoist available.	SBH/SIB	Maintenance Budget	Sept 2023 onwards	<ul style="list-style-type: none"> • Easily accessible facilities regularly maintained to offer easy access to wheelchair users. • Facilities fitted with an assistance alarm within easy reach. • Staff trained to support learners where necessary.
Emergency evacuation of an individual with a disability, including those with temporary disabilities e.g. injuries or broken limbs.	SIB/SBH	Maintenance Budget	Sept 2023 onwards	<ul style="list-style-type: none"> • Full Personal Emergency Evacuation Plan (PEEP) detailing support needed to evacuate an individual safely in the event of fire/emergency. • Evac Chairs located within safe refuge points with key staff fully trained to assist with evacuations. Refresher training completed regularly and evaluated as part of evacuation drills.
Teaching equipment and modified furniture	SIB/SBH	Maintenance Budget	Sept 2023 onwards	<ul style="list-style-type: none"> • Assessments with support from educational and health professionals prior to start date identify modifications



				and additional equipment needed for learners with disabilities to fully participate in all aspects of school life. e.g., rise and fall tables, visualizers, wheelchair accessible outdoor seating.
All learners with SEND provided with a personalised Star Map to inform teaching and support staff of specific needs and strategies to scaffold progression.	SIB/SCI	Teaching Budget	Sept 2023 onwards	<ul style="list-style-type: none"> Star Maps produced for all learners on SEND register – shared electronically with staff and implementation of identified strategies monitored. Star Maps and provision map of all SEND learners reviewed and revised regularly (each term). Regular professional development to ensure staff are fully informed and well equipped to provide high quality expertly targeted support.
Intervention programmes delivered for all learners with learning difficulties.	CBR/ SIB	Curriculum Budget	Sept 2023 onwards	<ul style="list-style-type: none"> Regular (weekly) intervention sessions delivered for students after school in English, Maths and Science. Regular (weekly) withdrawal Literacy classes delivered for a very small number of identified students during languages.



				<ul style="list-style-type: none"> • KS4 bespoke English and Maths tutoring for small number of identified pupils.
Continued development of bespoke qualifications for learners with complex needs.	SCI/SIB	Asdan Resources	Sept 2023 onwards	<ul style="list-style-type: none"> • Very small number of potential students identified for alternative or foundation curriculum. • Students successfully complete alternative qualifications in addition to EBacc based curriculum.
Develop specialist PE/Sports programmes for students whose disabilities limit their full access to school-based PE lessons and competitive sports.	SML/SIB	PE Budget	Sept 2023 onwards	<ul style="list-style-type: none"> • New opportunities developed for access to other sports e.g., archery. • Disabled students able to participate in competitive sports – able-bodied and/or 'disability' competitions
Provision of resources and facilities for learners with disabilities.	SIB/RFO/SBH	SEND Budget/IT Budget/Maintenance Budget	Sept 2023 onwards	<ul style="list-style-type: none"> • Students with hearing impairment have access to appropriate equipment (e.g., hearing aids and induction loop) which is checked regularly and serviced. • Provide training for staff supporting students with Hearing Impairment, those with Physical Disabilities and those with learning difficulties. • Provide training for staff supporting students with



				<p>other needs (e.g., Visual Impairment, ASD, SEMH) as needed.</p> <ul style="list-style-type: none"> • Specialist IT equipment (e.g., laptops) and/or specialist software (e.g., speech software, writing software) available for students with learning difficulties and/or physical difficulties that would benefit from them. • Toilets for disabled students are fully accessible and have appropriate equipment (e.g., hoists) that is regularly checked and serviced. • Sports and enrichment activities are accessible for disabled students • All classrooms and specialist labs in the building are accessible for disabled students • Access and emergency routes and exits are accessible for Students with disabilities • Sustain links with Local Authority for specialist support. • Ensure transport arrangements enable disabled students to
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				participate fully in off-site activities.
Ensure leadership positions in the school are accessible to students of all backgrounds.	RFO	Pastoral Budget	Sept 2023 onwards	<ul style="list-style-type: none"> • Person specification and job description for prefects, peer mentors, and Student Shura (Council) roles make them accessible to all. • Sustain transparent selection process for all positions. • Monitor appointees in terms of race and disability. • Further develop student voice to enhance voice of SEN&D students in school.
Enhanced learning on equality and discrimination against people on grounds of race, gender, religious beliefs, sexual orientation and disability.	YMO/CBR	Teaching Budget	Sept 2023 onwards	<ul style="list-style-type: none"> • KS3 PSHE curricula revised and updated • Sexual exploitation and human rights modules developed and delivered. • 'Equalities Awareness' training modules developed to further enhance staff awareness of these issues.