



## Equity Plan and Information Objectives including Accessibility Plans

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## CONTENTS

1	Introduction	4
2	Beliefs and Promises	4
3	School Context	4
4	Characteristics	5
5	Accessibility Plan	7
6	Equality Action Plan	14

## INTRODUCTION

This document supports and should be read alongside the Inclusive Multi Academy Trust Equality Plan. This document can be found on the Trust website [www.inclusivemat.co.uk](http://www.inclusivemat.co.uk)

### Beliefs and Promises

#### **Our school motto: Together We Grow, Individually We Shine**

Our guiding principle is that growth happens best in a community where everyone is supported to flourish. We believe in a nurturing and inclusive environment where achievements are recognised, talents are celebrated, and every individual is encouraged to shine in their own way.

By fostering strong relationships and setting ambitious expectations, we bring pupils from all backgrounds together as one learning community. Here, collaboration and unity help each child discover their strengths, build confidence, and develop the skills to succeed and contribute meaningfully to the wider world.

- **Grow with kindness** – We look after ourselves and others so everyone feels valued and safe.
- **Shine with respect** – We listen, care, and treat people, places and things with fairness.
- **Work with pride** – We give our best effort, keep trying, and celebrate progress.

**Be kind, Be Respectful, Work Hard**

In line with our school vision, our school rules are simple, clear and shared by everyone in our school community. They guide how we learn, work and grow together — whether we are children, staff, parents or visitors.

**Be kind** – We use words and actions that make others feel safe, cared for and included.

**Be respectful** – We value ourselves, each other and our environment, and celebrate differences.

**Work hard** – We give our best effort, show resilience and take pride in our achievements.

By following these rules, we create a safe, welcoming and positive environment where, together, we grow as a community and, individually, we shine.

## School context

Willow Tree Primary 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. Many of these children arrive from abroad with no attainment data and some speak no or little English. To highlight the degree of transition, 19 of the 56 children in Year 6 for 2025-2026 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 approximately 40 named languages and dialects spoken in school by both children, parents and staff. This is beneficial in successfully promoting inclusion, understanding, learning and community cohesion.

The school is fed predominately from two catchment areas on either side of Tolpits Lane. This is a vastly multi-cultural area. 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 29% and as such is deemed higher than the national average. However, this is not a true reflection of the need of the community as some families 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 68% with many 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.

The school joined the Inclusive Multi Academy Trust in December 2025. This information has been populated with pre-existing data.

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>												
Number of pupils	189	Number and % Female 84 44% Number and % Male 105 56%												
Number of staff	23	96% Female 4% Male												
Number of governors	5	60% Female 40% Male												
Religious character		Non-Denominational												
Attainment on entry		Lower than Hertfordshire/National Average												
Mobility of school population		<table border="1"> <thead> <tr> <th></th> <th>Arrivals</th> <th>Leavers</th> </tr> </thead> <tbody> <tr> <td><b>2023-2024</b></td> <td>53</td> <td>53</td> </tr> <tr> <td><b>2024-2025</b></td> <td>49</td> <td>45</td> </tr> <tr> <td><b>2025-2026</b></td> <td>32</td> <td>15</td> </tr> </tbody> </table>		Arrivals	Leavers	<b>2023-2024</b>	53	53	<b>2024-2025</b>	49	45	<b>2025-2026</b>	32	15
	Arrivals	Leavers												
<b>2023-2024</b>	53	53												
<b>2024-2025</b>	49	45												
<b>2025-2026</b>	32	15												
Pupils eligible for Pupil Premium	51	29%												
Deprivation factor		See above												
Staff with a disability	3	13%												
Pupils with SEN (SEN/LDD)	29	15%												
Pupils with SEN (with ECHCP)	6	3%												
Global Majority pupils	189	68% - Some parent/carers have not provided relevant information.												
Global Majority staff	6	26% Some staff have not provided relevant information												
Pupils who are bilingual (EAL)	99	52% Some families have not provided relevant information												
Average attendance rate		September 2023 –July 2024 92.7% persistent absence 21.3% September 2024 –July 2025 93.7% persistent absence 16.5% September 2025 – Feb 2026 93.8% persistent absence 16.1%												
Significant partnerships, extended provision, etc.		Westfield Children’s Centre, DSPL 9, PSM Sports, Steps to Skills, Breakspeare School, Watford Mental Health Team												

# Accessibility Plan

## Context

The intention 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

Access to the school grounds is via two pedestrian entrances and two vehicle entrances from the public highway on Tolpits Lane and High View. Both entrances have lockable gates. All visitors to the school report to the school reception area, which is clearly signposted. This is situated at the main school building closest to the High View entrance. We have procedures in place to assist any pupil or visitor with a physical disability. Breakspeare School and Watford Mental Health Team are on site, both with separate entrances. Breakspeare School has a separate car park entrance. 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 are several designated disabled parking bay adjacent to the school reception area. Our fire alarm system needs to be updated to provide a visual aid for people with impaired hearing. The school has a unisex disabled toilet. Visually contrasting colours are used on all external signage. All doorways on the ground floor 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. 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. We aim for the children to be comfortable in who they are now and in who they want to become. Where staff have time off for religious observance, they will not be required to plan for the days off or pick up work from the days off. Where this affects class teachers, intentional learning regarding the religious festival will be planned by school leaders.

## School Layout

The site contains a number of buildings, including a main two-form entry size building. To support school expansion within Watford, a third building was added in approximately 2015. Pupil numbers have since declined and this building is now occupied by Breakspeare School. There are a number of other smaller buildings on site including a community room and a Nursery. Internal movement from levels within the original building is via staircases. Access to the whole of the school grounds is made possible by walkways.

## Curriculum

The school provides a curriculum which meets the diverse needs of the pupils and support from teaching staff, teaching assistants and other professionals is targeted according to individual children's needs.

### 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 Willow Tree Primary School. We aim to have covered all protected characteristics, age, disability, gender, marriage/civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, through a check list by September 2028 which is the next review date.

#### 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?		*	

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 Action Plan

This is the access plan for Willow Tree Primary School, which has been created after reviewing all aspects of the school site, the Inclusion Policy and the Equality Plan, and looking at options for improving accessibility within existing arrangements. The school has four years in which to meet the objectives. However, the school will monitor the implementation of the plan at least annually and keep under review the access needs of the school. In addition, the school will report on the progress of the plan at least yearly to the Local Governing Committee.

<b>Section 1: How does your school deliver the curriculum?</b>					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
	<b>To ensure that accessibility/ inclusion is understood by all staff and that it underpins all we do</b>	<ul style="list-style-type: none"> <li>• Share the S.E.N policy and SEN information report with staff.</li> <li>• Share the equalities plan with staff.</li> <li>• Ensure all pupils have access to Quality First Teaching.</li> <li>• SLT to monitor differentiation, scaffolding and provision for pupils.</li> <li>• To ensure disabled parking spaces remain free for those who require them.</li> <li>• Provide whole school training for accessibility of learning for children with disabilities</li> <li>• Provide whole school training for staff to recognise and challenge prejudice and racism</li> </ul>	All members of school staff are aware of, and understand, accessibility and inclusion. Policies and plans ratified by the Local Governing Body Scaffolding and challenge are evident in lessons, books, pupil voice. Progress and attainment increases.	Ongoing	
	<b>Computer technology is available for all children with SEND</b>	<ul style="list-style-type: none"> <li>• Inclusion lead to audit technology</li> <li>• Inclusion lead to evaluate pupil need</li> <li>• Liaise with SBO/Head to ensure budget is available to purchase technology</li> <li>• Ensure pupils have access to technology to improve accessibility</li> </ul>	Barriers to learning are reduced and accessibility to lessons increased. Progress and attainment improves.	Ongoing and will be reviewed half termly by Inclusion Lead	

<b>Section 2: Is your school designed to meet the needs of all of the pupils?</b>					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
	<b>Promote and reflect the diversity of our children and their families</b>	<ul style="list-style-type: none"> <li>• Seek parents who are willing to come into school for assemblies and sessions with the children about their faith/their careers/their hobbies etc.</li> <li>• Assembly plans to reflect and celebrate different faiths as well as promoting British values. Assembly plan to include music and art from a wide range of cultures.</li> <li>• Ensure documentation is accessible for parents e.g. not using educational jargon, language etc.</li> </ul>	Diversity reflected much more in the school. Every child and every family feels acknowledged and reflected in our provision. A greater understanding of diversity		

<p><b>Continue to be responsive to needs of community</b></p>	<ul style="list-style-type: none"> <li>• Ensuring school environment is responsive to the needs of the learners, work-stations, larger fonts, visuals etc</li> <li>• Environment is not over-stimulating.</li> <li>• Pupil progress meetings ensure that groups and individuals barriers to learning are identified and addressed.</li> <li>• Ensure any mobility issues are addressed accordingly</li> <li>• Ensure environment is considered for those with visual and hearing impairments.</li> </ul>	<p>Children can access all areas.</p>		
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<p><b>Section 3 How does your school deliver materials in other formats?</b></p>					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
	<p><b>The school uses ICT to present information in different formats</b></p>	<ul style="list-style-type: none"> <li>• Upskill teachers in the various needs of pupils.</li> <li>• Upskill admin staff of the needs some of our families may have. Make clear expectation that various documents and resources need to be available in a variety of formats.</li> <li>• Ensure staff are aware of how to obtain these</li> </ul>	<p>Technology improves accessibility for whole school community</p>	<p>Ongoing in line with Trust priorities</p>	
	<p><b>Ensure that staff are familiar with technology and practices developed to assist people with disabilities</b></p>	<ul style="list-style-type: none"> <li>• Staff training on accessibility tools and programmes to support pupils.</li> <li>• Arrange up to date training for all staff including support staff and admin. Revisit this in termly CPD cycle. Work closely with members of staff where specific assistance is needed.</li> </ul>	<p>Staff are knowledgeable about a range of accessibility tools and practices. Children are accessing learning at a level that is appropriate to their developmental stage. Children show increases in progress and attainment.</p>	<p>Ongoing</p>	

Equality Objective	Protected Characteristic	R	A	G	Responsibility	Measurable Success Indicator	When	Outcome/e valuation
<b>Gaps continue to close in attainment and progress between all groups of vulnerable pupils regardless of starting points</b>	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy and Maternity Ethnicity and race Religion and belief Sex Sexual orientation				Headteacher Assistant Headteacher Class teachers Curriculum Leaders analyse data, ensure actions taken close gaps and impact positively on attainment and progress. SLT will ensure in PPMs gaps are identified and provision is appropriate.	<ul style="list-style-type: none"> <li>Attendance and punctuality continues to be monitored and improved. Support offered as required.</li> <li>Gaps in reading, writing and maths are closing across all pupils across all year groups.</li> <li>Scaffold and challenge evident in all classes.</li> <li>EHC books are filled in daily.</li> <li>Assessment is used effectively to identify those who need support put in place. All delivered interventions accelerate learning and close gaps.</li> <li>All pupils have access to remote learning from home when required.</li> </ul>	ongoing	
<b>Equality and diversity are promoted through all aspects of teaching and learning.</b>	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy and Maternity Ethnicity and race Religion and belief Sex Sexual orientation				<b>Assemblies - SLT</b>	<ul style="list-style-type: none"> <li>Embed consistent programme for Assemblies (whole school and phase) that promotes diversity and inclusion, e.g. specific communities culture, values and traditions, people of standing. Music and Art included.</li> </ul>		
					<b>Junior Leadership Team</b>  <b>School Council</b>  <b>All staff</b>  <b>Pupil Voice</b>	<ul style="list-style-type: none"> <li>All pupils/staff are given the opportunity to make a positive contribution to the life of the school and its community. Opportunities for children/staff to talk about themselves, their culture, their diversity etc. Children can share their own experiences</li> <li>Pupils/staff are able to talk explicitly about diversity in the school curriculum.</li> </ul>		
					<b>Parent Voice</b>	<ul style="list-style-type: none"> <li>Further develop community links.</li> <li>Parents come into school for assemblies, lessons, enrichment.</li> <li>Parent forum</li> <li>Parent workshops</li> </ul>		
					<b>Curriculum Development</b>  <b>Subject Leaders</b>  <b>Staff</b>	<ul style="list-style-type: none"> <li>Staff to attend EDI training sessions</li> <li>Consider whole school events/visitors/charities</li> <li>Subject leaders ensure the school curriculum is representative of our diverse school and community and of wider society.</li> <li>Review foundation subjects: does the curriculum reflect our community and provide an opportunity to learn about others?</li> <li>When planning lessons staff are beginning to ask themselves: is this balanced? Is this accurate? Who</li> </ul>		

						<p>benefits from this narrative? Are the sources trustworthy? Why are things told in this way?</p> <ul style="list-style-type: none"> <li>• Staff to begin to teach children to question and reflect on what they are told/what they are learning as above</li> </ul>		
					<p><b>Ensure diverse range of books</b></p> <p><b>Reading Lead</b></p>	<ul style="list-style-type: none"> <li>• Purchase diverse texts for children to access in the library, in classrooms, through guided reading, in the reading scheme</li> </ul>		
					<p><b>Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• Learning environment is conducive to learning, e.g. not over-whelming for pupils with SEND, supportive for pupils with EAL etc.</li> <li>• Resources are available to reduce barriers to learning, e.g. technology, visuals, scaffolding etc.</li> </ul>		
					<p><b>Embed PSHE and kindness</b></p>	<ul style="list-style-type: none"> <li>• Children talk confidently about how to keep themselves safe on and off-line.</li> <li>• Anti-racism underpins the whole school curriculum.</li> <li>• Reduction in all types of prejudicial behaviour incidents are evident in the data.</li> <li>• Support individual classes/children where needed</li> </ul>		
<p><b>Develop and embed a staff culture that encourages and values equality, diversity and inclusion across our workforce enabling all staff to achieve their very best.</b></p>	<p>Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy/Maternity Ethnicity and race Religion or belief Sex Sexual orientation</p>				<p><b>HT</b></p> <p><b>All staff</b></p>	<ul style="list-style-type: none"> <li>• Whole school EDI training</li> <li>• Training to support school to use a common language so all staff feel safe to openly discuss ethnicity, culture, prejudice, racism, anti-racism.</li> <li>• Staff can participate and speak freely about EDI and their experiences, and make recommendations in a bid to eliminate any prejudice or systemic racism</li> </ul>		
<p><b>All staff appointments and promotions are made on the basis of ability and in compliance with the law.</b></p> <p><b>Staffing of the school reflects the diversity of the community.</b></p>					<p><b>Trust</b></p> <p><b>Headteacher</b></p> <p><b>Assistant Headteacher</b></p>	<ul style="list-style-type: none"> <li>• Anonymised applications to acknowledge potential unconscious bias in the recruitment process, prioritising the very best candidate for any role</li> <li>• Recruitment to positively reflect the diversity of our school community</li> <li>• Enhance diversity on interview panels</li> <li>• Trustee/governor recruitment to positively reflect the diversity of our school community</li> </ul>		