



# Equalities Policy

Incorporating:

- Dealing with prejudice-related incidents (Section 2)
- Evidence showing how the school is meeting the Public Sector Equality Duty (Appendix B)
- The school's equality objectives accompanied by an action plan (Appendix C)
- Accessibility Plan/Disability Access Plan (Appendix D)
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School Staff were consulted on this document and it was accepted by the CLWB committee on :	Spring term 2019
It was ratified by the Governing Body on:	Spring term 2019

Approved: ~~Spring 2015 2016 2017 18 19~~  
 To be reviewed: Spring 2020

## Equalities Policy

### Our commitment to equality

Equality is one of the six core Christian values of our school, the others being empathy, responsibility, integrity, compassion and respect. All members of the school community are committed to the promotion of equality. This involves providing equality of opportunity and access, so as to tackle the barriers which may lead to unequal outcomes. We are also committed to the affirmation and celebration of diversity within the school and the wider community.

We believe that equality at our school should permeate all aspects of school life and that it is the responsibility of every stakeholder to uphold it. Every member of the school community should feel safe, secure, valued and of equal worth.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

### Complementary policies relating to equality

All school policies take account of equalities issues, but the following policies have a particular and explicit concern with the promotion of inclusion and equality. They complement this policy and should therefore be considered alongside what is written here:

- Inclusion and Equal Opportunities in Learning Policy
- Employment of Disabled Persons Policy
- Equality and Diversity in Employment Policy
- Recruitment Policy
- Special Educational Needs Policy

### Content of this policy

This policy has six sections followed by appendices.

Section 1 explains the legal requirements for schools in respect of equalities, as contained in the Equality Act 2010. It also sets out the actions the school takes in order to meet its legal obligations.

Section 2 describes how the school addresses prejudice and prejudice-related incidents.

Section 3 sets out the six principles which guide the school in meeting its legal obligations and in addressing issues of equality.

Section 4 describes ways in which the ethos of the school helps to promote equality.

Section 5 explains roles and responsibilities in respect of equalities.

Section 6 covers a number of areas not addressed in the previous sections.

Appendix A is a completed audit showing the school has due regard for equalities.

Appendix B and Appendix C are required in order to meet the two specific duties which apply to schools under the Equalities Act 2010:

- Appendix B is a summary of evidence showing how the school is meeting the three elements of the Public Sector Equality Duty (PSED).
- Appendix C comprises the school's equality objectives and an action plan showing how they will be met.

Appendix D is the school's statutory: Accessibility Plan (Disability Access Plan).

## Section 1

### **Legal requirements**

The Equality Act 2010 sets out the Public Sector Equality Duty (PSED, sometimes referred to as the 'general duty'). This duty applies to all public sector organisations, including schools. In addition to the PSED, there are two specific duties which apply solely to schools.

The Equality Act 2010 makes reference to the following 'protected characteristics': race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The PSED has three main elements:

- **eliminate discrimination** (this includes discriminating against, harassing or victimising a pupil or potential pupil in relation to admissions; in the way it provides education, in the way it provides access to any benefit, facility or service; or by excluding a pupil or subjecting them to any detriment);
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it;
- **foster good relations** across all characteristics, between people who share a protected characteristic and people who do not share it.

The two specific duties which apply to schools are as follows:

- publish information to demonstrate how the school is complying with the PSED (this must be done every year);
- prepare and publish equality objectives (this must be done at least once every four years).

Appendix B and Appendix C show how the school is meeting these two specific duties:

- Appendix B provides a summary of evidence showing how the school is meeting the three elements of the Public Sector Equality Duty (PSED);
- Appendix C identifies the school's equality objectives, and provides an action plan showing how they are met.

It is also a statutory requirement for the school to produce a Disability Access Plan (also known as an Accessibility Plan). This may be found at Appendix D.

We recognise that our duty under the Education and Inspections Act 2006 to promote community cohesion is complementary to our duty to promote equality. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## Section 2

### **Addressing prejudice and dealing with prejudice-related incidents**

The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents/carers and governors. The school is opposed to all forms of prejudice, including:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

The school has a clear, agreed procedure for dealing with all prejudice-related incidents, as explained in the staff handbook. All such incidents are reported immediately to the nominated senior member of staff who ensures that each incident is dealt with in an appropriate manner. This senior member of staff also ensures that details of each incident are recorded together with information about actions taken in response to such incidents in the Behaviour file, which is situated in the staff room.

The headteacher provides termly reports to the governing body on any prejudice-related incidents that may have occurred. If requested, she is able to provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents and how they have been dealt with.

## Section 3

### **Our equality principles**

#### **Principle 1: all learners are of equal value**

*For a more detailed explanation of how this principle affects aspects of our practice, please see the following:*

- *Inclusion and Equal Opportunities in Learning Policy*
- *Special Educational Needs Policy*

We see all learners, and their parents/carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

- adults in the school are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- we identify the particular needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement;
- a range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- all pupils are actively encouraged to engage fully in their own learning.

## **Principle 2: we recognise and respect difference**

*This is something we regularly promote through assemblies and collective worship.*

Treating people equally does not always mean treating them in the same way. We need to treat people differently according to their particular needs. In order not to discriminate, our policies, procedures and practices need to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made (*see Appendix D - Accessibility Plan*)
- special educational needs (*see Special Educational Needs Policy*)
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised (*see Inclusion and Equal Opportunities in Learning Policy*)
- religion, belief or faith background (*see Religious Education Policy*)
- sexual identity

## **Principle 3: we foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

*For a more detailed explanation of how this principle affects aspects of our practice, please see the following:*

- *Inclusion and Equal Opportunities in Learning Policy*
- *Social Policy*
- *Personal, Social, Health and Citizenship Policy*
- *Sex and Relationship Education Policy*
- *Assemblies and Collective Worship Policy*

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

#### **Principle 4: we observe good equalities practice in staff recruitment, retention and development**

*For a more detailed explanation of how this principle affects aspects of our practice, please see the following:*

- *Employment of Disabled Persons Policy*
- *Equality and Diversity in Employment Policy*
- *Recruitment Policy*

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

To promote equality:

- all posts are advertised formally and open to the widest pool of applicants;
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, ensuring equality of opportunity;
- access to opportunities for professional development is monitored on equality grounds;
- equalities policy and practice is covered in all staff inductions;
- employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies is kept under regular review.

#### **Principle 5: we aim to reduce and remove inequalities and barriers that already exist**

*For a more detailed explanation of how this principle affects aspects of our practice, please see the following:*

- *Inclusion and Equal Opportunities in Learning Policy*

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people (*see Appendix D – Accessibility Plan*);
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

## **Principle 6: society as a whole should benefit**

We intend that whenever children from our school encounter people with protected characteristics (i.e. characteristics related to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment), they will not discriminate against them, harass them or victimise them and they will respect them and recognise their right to be treated equally. This applies to children's present and future conduct.

We intend that our policies and practices will benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys;
- lesbian, gay, bisexual and transsexual (LGBT) people as well as heterosexual people.

## **Section 4**

### **School ethos**

- Equality is one of the core Christian values of our school and all members of the school community are committed to its promotion.
- Those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community.
- We strive to achieve a feeling of openness and respect so that everyone feels welcome.
- The children are encouraged to greet visitors to the school with friendliness and politeness.
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored.
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes into account wider access to school information and activities) (see *Appendix D – Accessibility Plan*).
- Provision is made to cater for the spiritual, moral, social and cultural needs of all children through assemblies and collective worship, all subjects of the curriculum and classroom-based and off-site activities (see *Assemblies and Collective Worship Policy and document entitled 'Opportunities for spiritual, moral, social and cultural (SMSC) development across the curriculum'*).
- Pupils' views are actively encouraged and respected, for example, pupils are given an effective voice through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

## Section 5

### **Roles and responsibilities**

All members of the school community have a responsibility for promoting equalities.

**The Governing Body** has responsibility for ensuring that:

- in partnership with the headteacher, it provides leadership and vision in respect of equality;
- in partnership with the headteacher, it deals appropriately with breaches of this and related equality policies;
- the school complies with all relevant equalities legislation, including meeting the PSED and two specific duties (see Section 1 above);
- the school's equality policy is maintained and updated regularly;
- the actions, procedures and strategies related to the policy are implemented;
- the designated Equalities Governor has an overview, on behalf of the governing body, of all prejudice-related incidents and incidents which are a breach of this policy;
- appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership Team** have responsibility for:

- in partnership with the governing body, providing leadership and vision in respect of equality;
- in partnership with the governing body, dealing with breaches of this and related equality policies;
- overseeing the implementation of the equality policy and equality action plans;
- monitoring and evaluating the impact of policies and practices related to equality and making adjustments in the light of findings;
- ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- ensuring that staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action in response to any prejudice-related incidents;
- providing updates on equalities legislation and the school's responsibilities in this regard;
- working closely with the equalities governor;

**All school staff** have responsibility for:

- adhering to this and related equalities policies;
- promoting an inclusive and collaborative ethos in their classroom;
- planning and delivering curricula and lessons that reflect the principles above;
- implementing school policy in relation to equality and prejudice-related incidents;
- knowing how to identify and challenge discrimination, bias and stereotyping;
- ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other characteristics;

- supporting pupils with particular learning needs, for example those with special educational needs, those who are highly academic and those for whom English is an additional language;
- keeping up to date with equalities legislation relevant to their work.

## Section 6

### **Resources and display**

All staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail. All staff have a responsibility to ensure that displays and resources are free from discrimination, bias and stereotyping.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate equalities training and are given opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring, evaluation and review**

We collect, analyse and use quantitative and qualitative data related to the implementation of this policy, and make adjustments in the light of information gathered. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status and gender.

The headteacher is responsible for co-ordinating monitoring and evaluation activities that measure the impact of this and related policies on pupils from different groups, e.g. children with special educational needs, children in care and adopted from care, children from minority ethnic backgrounds (including Travellers), children with English as an additional language and children with Free School Meals, in the following recommended areas:

- progress and attainment;
- learning and teaching;
- behaviour, discipline and exclusions;
- attendance;
- admissions;
- prejudice related incidents;
- all forms of bullying;

- parental/carer involvement;
- participation in extra-curricular and extended school activities;
- staff recruitment and retention;
- visits and visitors.

## Appendix A



### Completed audit showing the school has due regard for equalities

	<b>Audit statements</b>	<b>School response</b>
1	The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English	Yes- all reported termly to Governors Termly progress meetings with teachers includes analysis of achievement of groups. SIMS and Target Tracker data bases used
2	The school has data on its composition broken down by types of impairment and special educational need	Yes- as above and additional information where appropriate on SEN register
3	The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English	Yes we do have data regarding inequalities of outcome – see above. Participation issues- don't think we have any with the groups we have in school- managed through differentiation and measures to accommodate are on One Planning where necessary
4	The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements	Yes- this data is integral to decisions to shape development plan. Termly progress meetings generate next step planning for underachievement
5	There are statements of the school's responsibilities under the Equality Act in various school documents, for example the school improvement plan and self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.	SDIP <i>Letters for activities such as mosque/temple visit include unequivocal statement about school's vision for equality and inclusion</i>  <i>Think we fall short here- how could we improve?</i>
6	There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings, and in the minutes of the School Council.	<i>Yes to a degree- perhaps need to develop this further</i> <i>We could be more overt in all these areas in recognising the equalities agenda; it is woven into the vision and ethos of the school so is part of any thinking/discussions</i>
7	Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative.	We always assess potential impact on equalities
8	A senior member of staff has special responsibility for equalities matters	Yes
9	A member of the governing body has a watching brief for equalities matters	Yes
10	The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally	Disadvantage and SEN CPD in place
11	There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and	Yes <i>See Equal Opportunities policy</i> <i>Equal Opps in Employment policy</i>

	administrative.	<i>Policy for employment of disabled persons</i>
12	There are clear procedures for dealing with prejudice-related bullying and incidents.	Yes
13	Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	Yes <i>Ofsted report, pupil surveys, SIAMS report- Rated outstanding 2017 for personal development, behaviour and welfare</i>
14	Focused attention is paid to the needs of specific groups of pupils, and there is extra or special provision for certain groups, as appropriate	Difficult as lack of diversity SDIP addresses any group based issues that are identified
15	There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding	Yes
16	There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.	Yes <i>See latest OFSTED report</i>
17	The school takes part in certain national projects and award schemes, for example the Accord Coalition Inclusivity Award; Black History Month; Bullying Intervention Group; Disability History Month; Equalities Award; Gypsy, Roma and Traveller History Month; LGBT History Month; Refugee Week; Rights Respecting Schools Award; Stephen Lawrence Education Standard; and Stonewall School Champions.	Some- but not as a regimented programme. <i>Rights respecting practice is implicit in all that we do- and this is often modelled in assemblies, classroom practice and discussion.</i>
18	In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds	Yes –and building resources further.
19	The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.	Yes <i>We are becoming more proactive and explicit in communicating the school's aspirations</i>
20	The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.	Yes

## Appendix B



### How the school is complying with the Public Sector Equality Duty (PSED)

Under one of the two specific duties contained in the Equality Act 2010, schools are required to publish information to demonstrate how the school is complying with the PSED. The grid below provides a summary of evidence showing how the school is meeting the three elements of the PSED in respect of each group with a protected characteristic.

As is required by law, this information is updated every year. Last updated Spring 2018. Next update due Spring 2019.

	<b><u>PSED element 1</u></b> <b>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</b> By removing or minimising disadvantages suffered by people due to their protected characteristics.	<b><u>PSED element 2</u></b> <b>Advance equality of opportunity between people who share a protected characteristic and those who do not.</b> By taking steps to meet the needs of people from protected groups where these are different from the needs of other people	<b><u>PSED element 3</u></b> <b>Foster good relations between people who share a protected characteristic and those who do not.</b> By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
<b>In relation to RACE the evidence we hold tells us:</b>	<p>These factors apply to our approach in regard to all protected groups:</p> <ul style="list-style-type: none"> <li>• we will practise the Equalities policy</li> <li>• we take inclusion very seriously in all we do</li> <li>• we regularly map our</li> </ul>	<p>Principle 1 of the Equalities Policy <b><u>All learners are of equal value.</u></b> is taken very seriously.</p> <p>Policies and practice across all areas of school life are demonstrably consistent with this principle.</p>	<p>We aim to foster good relations by</p> <ul style="list-style-type: none"> <li>• Visitors to the school</li> <li>• Visits by pupils to other settings</li> <li>• Curriculum provision</li> <li>• Assembly speakers</li> </ul>

<p><b>In relation to SEX the evidence we hold tells us:</b></p>	<p>provision</p> <ul style="list-style-type: none"> <li>• we regularly analyse assessment data with reference to protected groups</li> <li>• we implement a social policy which insists on equality of treatment for all</li> <li>• we make curriculum provision to which all pupils, irrespective of status, have appropriate access</li> </ul>		<p>We do this by work in aspects of the curriculum and from the use of appropriate role models where we can.</p>
<p><b>In relation to DISABILITY the evidence we hold tells us:</b></p> <p>*Sight disabled          *Hearing disabled          *Mobility disabled          * learning disabled          *prone to seizures</p>			<p>We engage as far as we can with relevant groups. They are encouraged to make visits to the school. They participate in school events, such as sports days. For further details see our Equal Opportunities in Learning policy.</p>
<p><b>In relation to SEXUAL IDENTITY AND ORIENTATION the evidence we hold tells us:</b></p>			<p>Work in the curriculum.          Equalities audit          Survey of appropriate books</p>
<p><b>In relation to RELIGION AND BELIEF the evidence we hold tells us:</b></p>			<p>Work in the curriculum          Visits to a range of places of worship</p>
<p><b>In relation to AGE the evidence we hold tells us:</b></p>			<p>Use of older people as experts          Grandparents tea party          Our statement of values          Work in PSHE</p>

<b>In relation to GENDER REASSIGNMENT the evidence we hold tells us:</b>			
<b>In relation to PREGNANCY AND MATERNITY the evidence we hold tells us:</b>			Role models PSHE
<b>In relation to MARRIAGE AND CIVIL PARTNERSHIPS the evidence we hold tells us:</b>			Work in PSHE

## Appendix C

### Our equality objectives and action plan 2017-18 reviewed

Under one of the two specific duties contained in the Equality Act 2010, schools are required to prepare and publish equality objectives. This must be done at least once every four years.

Our equality objectives are identified below, supported by an action plan which shows how they will be met.

<p><b>Objective – AGE</b></p>	<p>As a setting we have robust policies and arrangements in place to ensure that we do not discriminate against older employees or prospective employees in school and therefore our work to achieve Aim 1 and 2 is well documented elsewhere, (i.e - to eliminate unlawful discrimination and to advance equality)</p> <p>We focus here on Aim 3- <b>‘to foster good relations between people who share a protected characteristic and those who do not’.</b></p>
<p><b>Focus</b> Which protected group(s) will this most affect/influence?</p>	<p>This focus will impact on our pupil’s perceptions of older people as well as on those older people within our local community.</p>
<p><b>Background evidence</b> Why have we chosen this objective?</p>	<p>We feel we already foster a caring attitude towards older people, but recognise that this is an area where we could do more to improve pupil perception of the value of learning from the experiences of older people.</p>
<p><b>Procedure</b> What in practice are we actually going to do and by when?</p>	<p>During school year 2017-18, we are going to:-</p> <ul style="list-style-type: none"> <li>-Continue to invite older people in the village to join us for lunch on remembrance day – this is an occasion when Year 6 children dine with older people, chatting about their wartime/childhood memories <b>- Achieved – and successful.</b></li> <li>- set up a more regular coffee morning – once every term – Rev Pete will lead an assembly for members of the community to attend and we will serve coffee etc with children <b>Achieved and successful in bringing older people into school – to continue into 17-18</b></li> <li>-build in opportunities termly for older people to visit to share their experiences. This could be to:- <ul style="list-style-type: none"> <li>-speak about a hobby/skill/experience in assembly or with a class</li> <li>-support learning – eg listening to children read, support a craft activity, talk about how learning has changed, learn about something FROM the children, play board games etc</li> </ul> </li> </ul> <p><b>Article in Parish Mag to promote this- but no-one contacted school to participate in this.</b></p> <ul style="list-style-type: none"> <li>-discuss with school council how we can develop this link with older members of community</li> </ul> <p><b>Ongoing</b></p>

<p><b>Responsibility</b> Who will be responsible for ensuring that the objective is pursued and achieved?</p>	<p>Governing Body Head teacher</p>
<p><b>Success Indicators</b> What will count as relevant and measureable evidence that we are succeeding or have succeeded?</p>	<p>Older people will recount positive experiences of contact with school</p> <p>Children will be able to give examples of how their learning and experience has been enriched through contact with older people</p>
<p><b>Timings</b> By when do we expect to see signs of progress or success?</p>	<p>End of Summer 2018</p>
<p><b>Expense</b> How much are we budgeting and on what items of expenditure in particular?</p>	<p>£100 towards coffee morning expenses</p>
<p><b>Resistance</b> How will we respond to people who are opposed or lukewarm?</p>	<p>We do not anticipate this.</p> <p>We will identify where there is any opposition and respond with clarity to reassure people- eg Safeguarding will always be foremost – visitors will always accompanied by school adults etc</p>
<p><b>Problems</b> What problems or difficulties may arise and how shall we deal with them?</p>	<p>Access arrangements- we will need to be mindful of any disability or particular needs of visitors</p>
<p><b>Learning from others</b> What plans do we have for finding out what has worked well elsewhere? Do some or all staff need extra training?</p>	<p>CVC collaboration</p>
<p><b>Engagement</b> Who have we consulted in deciding on this objective?</p>	<p>Governors and staff so far – we now need to share this with community which will happen in September 2017 –done- see above</p>

## Appendix C

### Our equality objectives and action plan 2018-19

<b>Objective –</b>	
<b>Focus</b> Which protected group(s) will this most affect/influence?	
<b>Background evidence</b> Why have we chosen this objective?	
<b>Procedure</b> What in practice are we actually going to do and by when?	
<b>Responsibility</b> Who will be responsible for ensuring that the objective is pursued and achieved?	Governing Body Head teacher
<b>Success Indicators</b> What will count as relevant and measurable evidence that we are succeeding or have succeeded?	
<b>Timings</b> By when do we expect to see signs of progress or success?	
<b>Expense</b> How much are we budgeting and on what items of expenditure in particular?	
<b>Resistance</b> How will we respond to people who are opposed or lukewarm?	

<b>Problems</b> What problems or difficulties may arise and how shall we deal with them?	
<b>Learning from others</b> What plans do we have for finding out what has worked well elsewhere? Do some or all staff need extra training?	
<b>Engagement</b> Who have we consulted in deciding on this objective?	

Appendix D



# Accessibility Plan (Disability Access Plan)

Approved: ~~Spring 2012 Spring 2015 Spring 2018~~  
To be reviewed: Spring 2021

## **INTRODUCTION**

The SEN and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **DEFINITION**

Disability is defined by the Disability Discrimination Act 1995 (DDA) :

*A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*

## **KEY OBJECTIVE**

To reduce and eliminate barriers to access to the curriculum promoted and to promote full participation in the school community for pupils, and prospective pupils, with a disability.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

## **PRINCIPLES**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the DDA (as amended by the SENDA) :

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

The School will :

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities,
- Respect the parents' and child's right to confidentiality
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **ACTIVITIES**

### **Education and Related Activities**

The school will continue to seek and follow the advice of the LA services and outside agencies such as specialist teacher advisers, SEN consultants, and appropriate health professionals.

### **Physical Environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **Provision of Information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **PREVIOUS TARGETS ACHIEVED**

The school has made significant progress with regard to accessibility:

- Ramped surfaces to and from all primary entry and fire exit routes of the school have been fitted.
- Automatic openers to the main entrance doors to allow for suitable wheelchair and buggy access have been fitted.
- Acoustics improved as necessary within the main hall
- All corridors and pedestrian routes cleared of obstruction and so as not to cause a hazard to those that are partially sighted.
- Training for staff provided so as to assist disabled persons to the school
- Inclusion of the Every Child Matter agenda (even though this is not now statutory) to meet the needs and abilities of all students
- Wheelchair accessible toilet now in place

## **PLAN AVAILABILITY**

The school makes its Accessibility Plan available in the following ways ;

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be e-mailed or posted on request
- The plan can also be made available in a large print size format upon request – the school office can be contacted for further details.

Objective	Strategy	Outcome	Timescale	Goals achieved
<b>Improving access to the curriculum</b>				
Ensure that SEND reforms are implemented effectively	Establish the needs of staff with regard to curriculum delivery. Participate in appropriate LA programmes	SEND reforms fully implemented .	Ongoing	Pupils with SEND well supported  Parents and carers of pupils with SEND well supported  Staff expertise is raised
Ensure the school is able to accommodate the needs of SEN admissions	Effective communication between school and support agencies regarding information about new admissions to the school  Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritise according to current needs.  LA courses.  Specialist Teaching  Service courses.  School visits.  Observations and school based INSET.	Greater expertise to raise standards and further equip staff to meet the needs of disabled children with regards to accessing the curriculum.	Ongoing	Pupils with SEND well supported  Parents and carers of pupils with SEND well supported  Staff are able to provide necessary support to pupils with SEND.
Ensure PE curriculum is adapted to enable children with disabilities to work alongside peers.	Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritise for current needs.  LA courses. Specialist Teaching	Broad and balanced curriculum offered alongside peers,	Within one term when applicable	Child accesses a full physical programme and PE curriculum.

	Service courses. School visits. Observations and school based INSET.			
Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	Broad and balanced curriculum offered alongside peers.	As and when trips are considered. <i>Subject to Funding</i>	Equal opportunities for disabled pupils to participate in off-site activities.
<b>Objective</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Goals achieved</b>
<b>Improving physical access</b>				
Ensure that disabled access to the building and its facilities is maintained.	Regular access audits to the building and its facilities carried out by the Premises/Health and Safety Committee.	Continued evaluation identifies any necessary modifications.	Ongoing	Ensure the school complies with DDA giving accessibility to disabled users.
Ensure that reception provided is accessible for wheelchair users.	Bell for all visitors to gain attention Access via office door if necessary New reception counter fitted to meet DDA requirements.	Visitors to school can access reception	£4000 - when funds are available.	All visitors to school catered for
Provide a clearly marked pedestrian route from the car parking facilities. Identify car parking bay that is accessible.	Using thermoplastic painted lines, mark a safe pedestrian route, designated parking bays and 1 no. Accessible bay 2.4 metres wide by 4.28 metres long with a 1.2 metre side transfer zone	Car park clearly marked and accessible by all users	2 years + or as user needs require Cost £1000 approx	Safe access from car park for all users
Maintain signage of a suitable tactile or visual standard to denote clearly the main	Provide visual and tactile information to clearly denote the parking facilities at main	Signage is suitable and meets DDA		Clear signage meeting DDA requirements.

entrance and parking facilities of the school	entrance to the school building	requirements		
Ensure toilets have suitably maintained floor coverings	Ensure all floor coverings within wet areas of the school are not slippery when wet	Safe surfaces	Cost of replacement when necessary	Increased accessibility
Ensure Staff facilities have been provided to take into account wheelchair users	Implement works as necessary to ensure all staff facilities within the school are suitable for wheelchair users as and when a member of staff requires such facilities	Enhanced facilities for staff with disabilities	2 years + or as user needs require	Physical accessibility of school improved
Colour schemes are reassessed when refurbishing to benefit pupils with visual impairment.  Ensure floor coverings contrast when changing use of an area.	Seek advice from the LA Visual Impairment Service on appropriate colour schemes.  Floor coverings need to be contrasted between different areas for the partially sighted	Several areas are made more accessible for visually impaired children	See premises plan-make adaptations as met on premises plan, or as user need requires.	Physical accessibility of school improved
<b>Objective</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Goals achieved</b>
Ensure doors throughout the whole school provide a suitable clear opening, correct width for wheelchair user, and in addition they also do provide 300mm clear to their	Undertake the necessary alterations so that all doors throughout the school provide a minimum of 750mm clear and have 300mm clear space to their leading edge so as to be suitable for wheelchair users	Wheelchair access improved	2 years+ or as user needs require	Physical accessibility of school improved

leading edge			£1500+	
Ensure staff have been trained to assist people with physical and sensory disabilities	Provide training to staff so as to assist disabled persons to the school	Disabled pupils well supported	Ongoing as need arises	Physical accessibility of school improved
Ensure the existing alarm has been supplemented by a visual or tactile alert	Supplement the existing alarm with a visual or tactile alert	Alarm system that is suitable for all	2 years+ or as user needs require £2000+	Physical accessibility of school improved
Ensure there are Fire exit routes from the building are without steps	Ensure all fire exit routes designated for wheelchair users (including visitors) are provided with ramps to meet the DDA requirements	Fire exits accessible to wheelchair users	2 years+ or as user needs requires £5000+	Physical accessibility of school improved
Provide an accessible WC within the school  ACHIEVED	Supply and fit 1 Unisex accessible W.C. to a suitable location within the school to meet DDA requirements	Toilet facilities accessible to wheelchair users	2 years+ or as user needs require	Physical accessibility of school improved
Fit an induction loop - to be available for hearing impaired	Supply and fit induction loop to assist the hard of hearing	Hearing impaired are better accommodated in school	As user needs require £250	Physical accessibility of school improved
<b>Improving the delivery of written information</b>				
Ensure availability of written material in alternative formats.	Issue documents in a clear font of size 12 or larger if requested.  Notify parents that alternative formats can be supplied upon request.	The school can provide written information in alternative formats when required.	Annually - September	Delivery of information to disabled persons improved