



# EQUALITY & ACCESSIBILITY POLICY

Including Accessibility Plan

Policy reviewed May 2021

Next review May 2023

## **Aims**

We aim to establish a caring school community, where all pupils are valued and can develop a love of learning.

We strive to support our pupils to:

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being

## **Our Philosophy**

*Our School is committed to the implementation of the United Nations Convention on the Rights of the Child. We strive to be a Rights Respecting School in all that we do.*

We believe that all members of the school community have rights and responsibilities. Everyone at school is important and is to be valued. We expect each individual to respect other individuals, their families, their culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

## **1. Equality into Policy and Practice**

As well as the specific actions set out in this plan, the school operates equality of opportunity in its day to day practice in the following ways:

### ➤ **Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- ❖ use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- ❖ monitor achievement data by ethnicity, gender and disability and action any gaps;
- ❖ take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ❖ ensure equality of access for all pupils and prepare them for life in a diverse society;
- ❖ use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- ❖ promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- ❖ provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- ❖ seek to involve all parents/carers in supporting their child's education;
- ❖ encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- ❖ include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

➤ **Admissions and Exclusions**

- ❖ Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.
- ❖ Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

**2. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating the staffing structure, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention, including bullying and harassment of staff;
- continuous professional development opportunities for all staff;
- Leadership Team support to ensure equality of opportunity for all.

**3. Equality and the Law**

Crowmoor Primary School is committed to developing a Single Equality Scheme that incorporates Disability, Race, Gender, Religion or Belief, Sexual Orientation, gender reassignment, pregnancy or maternity as detailed in the Equality Act 2010.

**Race Equality**

The definition of race includes colour, nationality and ethnic or national origins. The Single Equality Act 2010 requires the school to have due regard to the need to:

- Ensure all school pupils/stakeholders are not singled out for different and less favourable treatment from that given to other pupils/stakeholders;
- Pupils/stakeholders are not segregated by race – direct discrimination;

**Disability Equality**

**Definition of Disability**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. Some specified medical conditions such as HIV, multiple sclerosis and cancer (although not all cancers) are considered as disabilities regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

### **The Schools Duty**

The Act places a duty on schools not to behave unlawfully towards pupils/stakeholders who have a disability:

- A school will not treat a disabled person less favourably simply because that pupil/stakeholder is disabled – direct discrimination;
- A school must not do something which applies to all pupils/stakeholders but is more likely to have an adverse effect on disabled pupils/stakeholders only – indirect discrimination;
- A school must not harass someone because of their disability - harassment;
- A school must not discriminate against someone because of their disability – discrimination arising from disability;

The Act places a duty on schools to carry out accessibility planning for disabled pupils, staff and those using the services provided by schools.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils/stakeholders to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils/stakeholders.

### **Gender Equality**

The Act places a duty on schools to ensure that pupils/stakeholders of one sex are not singled out for less favourable treatment from that given to other pupils/stakeholders.

### **Sexual Orientation Equality**

The Act requires schools to ensure that pupils from gay, lesbian or bi-sexual parents are not discriminated against.

### **Pregnancy and Maternity Equality**

The Single Equality Act requires schools to protect stakeholders from discrimination because of pregnancy and maternity.

### **Gender Reassignment Equality**

#### **Definition of Gender Reassignment**

Anyone who is undergoing, who has undergone or who is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.

The Act requires schools to ensure that gender variant pupils and or children of transgender parents are not singled out for different and less favourable treatment than that given to other pupils.

Single Equality Act 2010 places a single Public Sector Equality Duty (PSED) or general duty on Schools. The school will therefore:

- ❖ Eliminate discrimination and other conduct that is prohibited by the Act;

- ❖ 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.

#### **4. Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents/carers. We have achieved this by using the following to shape the plan:

- ❖ feedback from parental questionnaires and parent-teacher consultations;
- ❖ input from staff surveys and through staff meetings/INSET;
- ❖ feedback from the School Council, PSHE lessons, whole school surveys on pupils' attitudes to self and school;
- ❖ issues raised in annual reviews or reviews of progress on Individual Education Plans;
- ❖ feedback at Governing Body meetings.

#### **5. Roles and Responsibilities**

##### **➤ The Role of the Governing Body**

- ❖ The Governing Body has set out its commitment to equal opportunities in this plan and it will endeavour to ensure that the school is fully inclusive to pupils/stakeholders, and responsive to their needs based on race, gender and disability.
- ❖ The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at the school on grounds of race, gender or disability.
- ❖ The Governing Body takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make school communications as inclusive as possible for parents/carers and pupils.
- ❖ The Governing Body welcomes all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- ❖ The Governing Body ensures that no child is discriminated against whilst in the school on account of their race, sex or disability.

##### **➤ The role of the Headteacher**

- ❖ It is the Headteacher's role to implement the school's Equality Plan and they are supported by the Governing Body in doing so.
- ❖ It is the Headteacher's role to ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.
- ❖ The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- ❖ The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- ❖ The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

##### **➤ The role of staff (teaching and non-teaching)**

- ❖ All staff will ensure that all pupils/stakeholders are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- ❖ All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- ❖ All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- ❖ Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## 6. Tackling Discrimination

Harassment on account of any of the above is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's/stakeholders individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present. All incidents are reported to the Headteacher, with racist incidents reported to the Governing Body termly and to the Local Authority annually.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

*'any incident which is perceived to be racist by the victim or any other person'*.

Types of discriminatory incidents that can occur are:

- ❖ physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- ❖ use of derogatory names, insults and jokes;
- ❖ racist, sexist, homophobic or discriminatory graffiti;
- ❖ provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- ❖ bringing discriminatory material into school;
- ❖ verbal abuse and threats;
- ❖ incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- ❖ discriminatory comments in the course of discussion;
- ❖ attempts to recruit others to discriminatory organisations and groups;
- ❖ ridicule of an individual for difference e.g. food, music, religion, dress;
- ❖ refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## 7. Review of Progress and Impact

We make ongoing assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

The school will continue to give greatest consideration and resources to those areas it assesses as having the greatest need. Improving pupil achievement where differential is found to exist and promoting an inclusive environment are areas where particular attention will be focused.

Through its auditing process and the development of this plan, including taking account of the views of those consulted, the school Governing Body has identified that there are no equality and diversity issues requiring significant action over the three years of the Plan. In the light of this the school has determined that the key action is to ensure that curriculum planning and resources will reflect the embodiment of equality across all subjects.

## **8. Publication**

In order to meet the statutory requirements to demonstrate we are complying with the Public Sector Equality Duty we will:

- ❖ publish our Equality Action Plan on the school website;
- ❖ raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- ❖ ensure hard copies are available on request.

### Appendix: Equality Action Plan

Equality Strand	Action	Success Criteria	Timescale	Review	Responsible Person(s)
All	Staff, pupils and parents/ carers will continue to be involved in the future development of the Equality Plan.	<ul style="list-style-type: none"> <li>Input and feedback will have been provided from questionnaires, staff meetings, School Council meetings, parent-teacher consultations.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> <li>Use annual questionnaires to include equality question.</li> <li>Use coffee and chat to discuss and school council meetings.</li> </ul>		Headteacher, SBM, SLT, staff.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	<ul style="list-style-type: none"> <li>SLT to analysis will indicate that there is no significant difference in attainment for equality groups.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing, with annual review of data from the end of the academic year.</li> </ul>		Headteacher, SLT, Curriculum and Monitoring Committee.
All	Where appropriate, recognise and represent the talents of disabled pupils in Gifted and Talented opportunities/ programmes and ensure representation on the programmes fully reflects the school population in terms of race and gender.	<ul style="list-style-type: none"> <li>SLT to manage Gifted and Talented register monitoring by race, gender and disability will show equality of opportunity reflecting the diversity of the school population.</li> <li>Provide figures to Governing body meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing, with annual review of data from the end of the academic year.</li> </ul>		Headteacher, SENDCO, Curriculum and Monitoring Committee, SLT.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	<ul style="list-style-type: none"> <li>Diversity will be reflected in displays across all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>		Headteacher, teaching staff, SLT, Deputy Head, RE & PSHE co-ordinators.

Equality Strand	Action	Success Criteria	Timescale	Review	Responsible Person(s)
All	Ensure all pupils are given	<ul style="list-style-type: none"> <li>Diversity will be</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout</li> </ul>		Headteacher, teaching



	the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, fund raising events.	<p>reflected in pupil participation.</p> <ul style="list-style-type: none"> <li>• Secret ballot with an election open to all.</li> </ul>	<p>the year.</p> <ul style="list-style-type: none"> <li>• School council elections in the first two weeks of the autumn term.</li> </ul>		staff,SLT.
All	Ensure that extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.	<ul style="list-style-type: none"> <li>• Diversity will be reflected in pupil participation.</li> <li>• It is expected that all pupils following appropriate risk assessments being able to participate fully in after school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the year.</li> </ul>		Headteacher,SBM, Governing Body, SLT.
Gender Equality	Provide a wide range of after school club opportunities, to ensure participation rates are reflective of the school population.	<ul style="list-style-type: none"> <li>• Participation will reflect a balance between boys and girls.</li> <li>• Specific input to empower girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the year.</li> </ul>		Headteacher, SBM, teaching staff,SLT.
Disability Equality	Ensure the school and its facilities are accessible to all disabled stakeholders.	<ul style="list-style-type: none"> <li>• Admissions, participation and extended school usage will have been monitored to show equality; barriers to new and existing disabled users will have been identified and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing, with annual review in the Autumn term.</li> </ul>		Headteacher, SBM, Governing Body, SENDCO,SLT.
Disability Equality	Ensure the school as an employer enables disability equality.	<ul style="list-style-type: none"> <li>• Job adverts/ applications, CPD opportunities, promotions, pay and conditions of service will have been monitored to show</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing, with annual review in the Autumn term.</li> </ul>		Headteacher, Chair of Governors, SBM,SLT.

		equality.			
Race Equality	Identify, respond to and report racist incidents as outlined in the Equality Plan.	<ul style="list-style-type: none"> <li>Staff are aware of and respond to racist incidents in a timely and appropriate manner.</li> </ul>	<ul style="list-style-type: none"> <li>Termly reports to the Governing Body, annual reports to the Local Authority.</li> </ul>		Headteacher,SLT.

Equality Strand	Action	Success Criteria	Timescale	Review	Responsible Person(s)
Community Cohesion Duty	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. Working closely with the Friends of Monkmoor and Severnside housing to arrange cultural events.	<ul style="list-style-type: none"> <li>Increased awareness of different communities will be shown in PSHE assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> </ul>		Headteacher, staff, SLT.
Community Cohesion Duty	Provide reasonable means for pupils and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities. Formal twinning arrangement with a Kenyan School (arrangement with the British council)	<ul style="list-style-type: none"> <li>Increased awareness of different communities will be shown in PSHE assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> </ul>		Headteacher, staff, SLT.
All	Ensure that new members of staff receive training/are made aware of the school policy and Equality Plan; ensure that existing staff are made aware of the current policy and plan.	<ul style="list-style-type: none"> <li>New staff will have been made aware of the school policy and plan as part of their induction.</li> <li>Existing staff will have been made aware of the current policy and plan.</li> </ul>	<ul style="list-style-type: none"> <li>As and when new staffs are appointed.</li> <li>Ongoing</li> </ul>		Headteacher, SBM, SLT.

		<ul style="list-style-type: none"> <li>All staff have access to policies on 365.</li> </ul>			
All	Review the Equality Plan on an annual basis and publish progress.	<ul style="list-style-type: none"> <li>The plan will have been reviewed by designated persons and a report approved and published by the Governing Body</li> </ul>	<ul style="list-style-type: none"> <li>Annually in the autumn term.</li> </ul>		Headteacher, Chair of Governors, SENDCO; Governing Body,SLT.

## Accessibility Plan

This plan shows how we intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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

The school is mostly one level with two classrooms and the staff room on the upper floor. At present we have no wheelchair dependent pupils, parents or members of staff.

We currently have students on the SEN register and pupils with Educational Healthcare Plans. We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

### Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

### Increasing access for disabled pupils/SEND pupils to the school curriculum

Target	Strategies	Time scale	Responsibility	Success criteria
Increase the confidence of staff in differentiating the curriculum	Be aware of the training needs of staff on curriculum access. Woodlands specific targeting training on Autism etc.	As required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	School to use Nessi	As required	Admin/SENDCO	Wider use of SEN resources in the classroom
All educational visits to be accessible to all	Ensure staff attend pre visits to ensure the educational visit is accessible to all pupils attending and plans are put in place through Risk Assessments if necessary for specific pupils	As required	SENDCO/Class Teacher	All pupils in school able to access all educational visits and take part in a range of different activities
Enable access to the curriculum, utilising technology, at home to any pupils who struggle to learn in the classroom. E.g. Pupils who struggle with noise in the classroom	In line with our remote learning policy ensure pupils have access to remote learning all year round if necessary.	As required	SENDCO/Class Teacher	All pupils have access to high quality education in and out of the classroom.

### Improving access to the physical environment of the school

Please note in exceptional cases provision will be negotiated when a pupil's specific needs are known when they enter the school

Target	Strategies	Time scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors,	To create access plans for specific pupils as part of the IEP process when	As required	SENDCO/ All staff	IEPs will be drawn up by the Class Teacher for disabled pupils and all

parents/carers and visitors to the school site	required. The school to be aware of staff, governors and parents/carers as well as visitors access needs and meet as appropriate, when required			staff are to be made aware of the pupils needs. All staff and governors feel confident their needs are met.
Ensure all disabled pupils can be safely evacuated	Develop a specific evacuation plan for pupil if required. Ensure all staff are aware of their responsibilities set out within the plan. To install additional alarm bells in the outside nursery and reception areas	As required	Headteacher/SENDCO/SBM	All disabled pupils and staff working alongside are safe I the event of a fire
Ensure the hearing and visual environment in the classrooms is regularly monitored to support hearing and visually impaired children	Seek support from the Local Authority advisory teachers. For example, installing specific carpeting materials and sound absorbing hearing tiles if required. Marking trip hazards yellow highlighting strips	Ongoing for specific pupils	Advisory Teachers/SENDCO	All children have access to the appropriate learning environment

#### **Improving the delivery of written information to disabled pupils**

Targets	Strategies	Time scale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print and in "simple" English. The Admin team will support and help parents to access information and help parents/carers complete	School induction Ongoing	Admin Team	All parents receive clear information in a form they can access. All parents understand what information is sent out to them from the school

	school forms if necessary. All letters and written communication will be in size fourteen font.			
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils who have visual impairments if necessary and advised by the VI Advisory Teacher. To use appropriate screen colours in the interactive white boards and provide individual monitors if required for visually related difficulties e.g. Dyslexia	As required	Class Teachers/TAs	Pupils understand information
Ensure all staff are aware of guidance on accessible formats	Guidance given from the SENDCO in staff meetings/ staff training sessions e.g. size fourteen font	As required	SENDCO/Class Teachers	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators. Using google translate e.g. Syrian labels throughout the school	As required	SENDCO/Class Teachers	Pupils and or parents feel supported and included