

Equality and Accessibility Policy
Oak CE Primary School



Love, Respect, Endeavour, Joy

Review Date: October 2022

Next review due by: October 2023

Oak Primary CE School

Equality and Accessibility Plan

Oak Primary aims to create a secure, accepting, collaborative and stimulating school community in which everyone is valued, and all pupils can achieve their best. Inclusion permeates every aspect of school life to increase learning and participation for all pupils. Particular attention is paid to the provision made for different groups of pupils within school who may be vulnerable, for example because of their attainment, gender, ethnicity or background. All pupils are entitled to a broad, balanced and challenging curriculum. This includes pupils who have SEN or disabilities, those for whom English is not their first language and those who are gifted or talented. By setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils Oak CE Junior School strives to ensure that all pupils learn and make good or better progress.

Introduction

Oak CE Primary School welcomes its duties under the Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

Public Sector Equality Duty (2011)

This policy sets out how Oak CE Primary School has paid due regard to the need:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This policy incorporates and replaces the following policies – Equal Opportunities Policy, Equality, Diversity and Community Cohesion Policy and Race Equality.

Specific Duties under the Public Sector Equality Duty (2011)

- to publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- to prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This scheme sets out the steps the Interim Executive Board will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

- I. While making a decision that might affect an equality group, the decision maker must have regard to the three aims of the Act at the time
- II. This cannot be done in retrospect, nor can it be delegated
- III. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
- IV. The duty is continuing, so we will revisit it and bear it in mind constantly 4. We will keep records to show that the equality duties have been considered on each occasion

School Ethos, Vision and Values

At Oak CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same.

We aim to include a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We aim to provide a creative, enjoyable and rewarding learning experience for each child in an inclusive, secure and stimulating environment.

Our Equality Policy is considered in the writing of all other school policies.

What we already do to comply with the public duty

To comply with public duty, we have the following procedures in place to ensure that we consider the needs of all our pupils in everything we do: -

- I. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
 - we gather information from a range of sources when a pupil enters school e.g., meet with family members to share and record information, talk to pupils to seek their views and link with previous school placements and external agencies who have been engaged with the family and child
 - we ensure that all staff challenge and report prohibited behaviours in line with school policy and practice. Whistleblowing is acceptable from all staff – direct to SLT/HT/IEB
 - we acknowledge the existence of discrimination, harassment, victimisation and any other conduct that is prohibited and actively work towards their elimination – we have a zero-tolerance policy towards any prohibited behaviour. See above bullet point
 - we always promote positive behaviour and have consistently high expectations of all members of the school community

- II. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:
- we take every opportunity to promote and celebrate our rich and diverse school community and make good use of local, national and international initiatives to do this e.g., Black History Month, Diwali
 - we track and monitor the progress of all pupils, including vulnerable groups on a regular basis using termly formal assessments, Thrive assessments for SEMH needs, day to day assessments for learning, classroom monitor and whole school 'provision mapper.' Data is used by the Senior Leadership Team, TLR postholders and class teachers to amend and adapt our practice to ensure that all pupils make good or better progress
 - we ensure that pupils can fully participate in wider school life e.g., lunchtime and after school clubs, educational and residential visits and offer tailored, targeted support to enable pupils to do so
- III. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it:
- we have a planned programme of enrichment activities including sport days/active weeks linked to the spirit of the Olympic games and we celebrate all major festivals and local and national events
 - we have good links with the local community and regularly invite community members into school to share their experiences and knowledge and participate in enrichment activities e.g., Huddersfield University, the local Forest School community provider and faith and community leaders
 - we ensure that all pupil groups are represented when children work together in more formal groupings e.g., School Council, Play Leaders

Equality Impact Assessment

To ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life about the protected characteristics by means of an Equality Impact Assessment.

We have addressed all access requirements of physically impaired pupils, staff and parents.

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see Appendix 2). Any gaps in provision and practice that are identified form part of an action plan (see Appendix 1).

Equality Impact Assessments are used when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice

1. Consultation

Oak CE Primary School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind

the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However, we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- we ensure that our School Council and other organised pupil groups are representative of all equality groups
- we meet pupils individually to discuss their needs and progress through 1:1 review meeting with class teachers
- we seek the views of learners using pupil voice questionnaires
- pupils are regularly involved in focus groups linked to specific projects
- the views of parents/carers, staff, governors and other school users are regularly sought, both through informal conversations, regular review meetings and a range of more formal questionnaires and the established parent group

2. How we measure the impact of any changes

We monitor the on-going impact of these changes on those who may be affected in the following ways:

- effective tracking of pupil attainment and achievement across the school with an additional focus on equality groups including termly formal assessments, on-going assessment for learning activities and individualise assessments
- regular pupil surveys and discussions that demonstrate emotional health and wellbeing, engagement and involvement – 1:1 interview, group discussions, assembly surveys and class discussions
- regular, quality communication with parents and carers i.e., Autumn and Spring term parent consultation meetings, termly Additional Needs reviews, commitment to regular and timely informal communication e.g., before and after school

Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results. We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- An annual report to the IEB
- A report on the school website
- School newsletters
- Meetings with parents and carers.

Date: October 2022

Signed Chair of IEB..... Date.....

Signed Headteacher..... Date.....

Oak CE Primary School

Disability Equality + Accessibility Action Plan 2022-2023

Objective	Action	Lead person	Timescale	Resources	Monitoring	Success Criteria
<p>To ensure that disabled adults in the school community have regular opportunity to disclose disability issues and that reasonable adjustments are made.</p> <p><i>(Improving the delivery of communication and information access)</i></p>	<p>Annual disability equality questionnaire for adults in the school community.</p> <p>Key groups: Parents/carers – on admission form, newsletter reminders and through 1:1 conversation Staff and Governor’s – November 2021 Volunteers: Kirklees College, Reading Friends, work placement students – on induction SMT use this information to review and adapt policy and practice and make reasonable adjustments. Information re: disabilities may also be shared during admission (both for parents, carers and children).</p>	<p>HT</p> <p>SENDCo</p> <p>DHT</p>	<p>Sept-Dec 2022</p>	<p>½ day management time</p>	<p>SLT monitor feedback from questionnaires and ensure all reasonable adjustments are made</p>	<p>Disabled adults in school are fully identified and reasonable adjustments are made</p>
<p>To ensure that provision for disabled pupils is personalised, differentiated and resourced to effectively meet their needs, is regularly reviewed and enables them to</p>	<p>Additional Needs Team (ANT) identify, in dialogue with class teachers, all disabled pupils and plan/deliver tailored provision. Provision and progress are monitored at least termly in additional needs workshops and review meetings. Good links with range of agencies offering specialist support and guidance e.g., VI/HI Teams, Independent SALT,</p>	<p>SENDCo/ Assistant SENDCo</p> <p>HT</p>	<p>October 2022</p>	<p>HLTA time to cover CT</p>	<p>SLT monitor progress and provision of the individuals to ensure provision is effective and progress is at least good.</p>	<p>Disable pupils in school are fully supported and make good or better progress.</p>

make good progress.	Commissioned School Nurse. Reasonable adjustments made for formal assessments e.g., SATs arrangements to include appropriate adaptations, teaching environments and strategies adapted, resources purchase e.g., VNC link for iPad, autism friendly classrooms.					
To ensure that information systems in school meet the needs of all learners.	Regular advice and guidance from specialist support e.g., Hearing Impairment Team, to ensure that school-based equipment meets the needs of learners Hearing Impairment. SEN Support for hearing impairment - equipment to include iPad and laptop and adapted software e.g., VNC link, hearing loop.	SENDCo/ Assistant SENDCo	September 2022	None	SENDCo/ Assistant SENDCo ensure all recommendation are carried out	Pupils with hearing impairments have regular access to appropriate ICT equipment and software.
To ensure that the school community is aware of disability and equality issues and the school's duties.	Regular slot in newsletters promoting disability equality and inclusion. Display in public space e.g., Mental Health Awareness. Regular discussions with School Council, assemblies. Social, Emotional and Mental Health awareness raising across school. Staff Health and Wellbeing Noticeboard regularly updated with useful information.	ANT SENDCo and Ass. SENDCo	Ongoing from Sept 2022	HLTA time	HT and IEB	Disability and equality issues are regularly publicised to the whole school community. Improved awareness and support for children and adults across school.

<p>To ensure that disabled pupils are fully represented, and their views are heard in class and across school in a range of groups e.g., School Council.</p>	<p>1:1 support for pupils to rehearse their views before attending their review meeting. Use of pupil questionnaires to seek pupil views/voice. Monitors make up of all established pupil groups to ensure disabled pupils are fully represented. School Council, Pupil Panels Set up short-term pupil panels to review school practice and systems e.g., school lunch review, playground activities, after-school clubs.</p>	<p>ANT</p>	<p>Ongoing Sept 2022</p>	<p>½ day management time</p>	<p>SLT</p>	<p>Disabled pupils are fully represented in all aspects of school life.</p>
<p>To ensure that the physical environment meets the needs of pupils and adults with disabilities.</p> <p><i>Improving the physical environment.</i></p>	<p>Playground garden developments include accessible ramps and seating as needed. CPD for staff re learning environments and disabilities e.g., seating for HI, displays appropriate, resources e.g., enhanced letter keyboards.</p>	<p>HT, DHT and Premises (SPIE) staff</p>	<p>September 2022 ongoing</p>	<p>SEND budget</p>	<p>HT/Business Support Officer/SPIE facilities management meetings</p>	<p>Accessible garden area used by all children, including those with disabilities.</p> <p>All classrooms provide inclusive adjustments as needed.</p>
<p>To ensure that all pupils have regular opportunities to access extended schools' provision.</p> <p><i>Increasing pupil participation in</i></p>	<p>Pupil participation in before school, lunchtime and after school clubs is monitored. Through provision mapping and parent meetings the ANT identify opportunities for key children within the existing framework or develop new opportunities. Aim: Pupils in</p>	<p>ANT</p>	<p>Half termly</p>	<p>Pupil premium funding.</p>	<p>ANT ½ termly monitoring</p>	<p>All vulnerable pupils, including those at SEN Support and with an EHCP/statement and pupils identified as disabled access at</p>

<i>the school curriculum.</i>	vulnerable categories access at least one club each ½ term					least one club on a regular basis.

Equality Impact Assessment

School	
Date	
Lead member of staff	
Other staff involved/role	

Proposed Plan

Background / how this proposal has come about.

Reason for proposal – To introduce new practice/provision

To change or reduce practice / provision

To remove practice / provision

Main Stakeholders

Any legislation or guidance that informs the proposals

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation Y/N

Promoting equality of opportunity Y/N

Fostering good relations Y/N

Please explain

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender Reassignment			
Pregnancy, maternity			
Religion, belief			
Sexual orientation			

Explain in more detail

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

