

The Lord, the God of Jacob will teach us His ways so that we may walk in His paths.

Micah 4:2

Tewin Cowper C of E Primary School



"Small School Big Dreams"

Equality/Accessibility Information and Objectives Policy

Version 1a

Adapted from The Key Model Policy

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

Our school is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our Vision statement highlights that:

‘WE AIM TO VALUE EACH CHILD AS A UNIQUE INDIVIDUAL, BUILDING ON THEIR KNOWLEDGE AND UNDERSTANDING AND AFFIRMING THE EXPERIENCES THEY BRING TO THEIR LEARNING.’

The Equality/Accessibility Information and Objectives is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our capital funding streams are accessed through the Diocese of St Albans; in our applications we highlight the impact the intended project will have on the children and ensure all aspects of accessibility are addressed.

Our school’s complaints procedure covers accessibility. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

This document meets the accessibility requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010.](#)

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Roles and Responsibilities

The governing board will:

- Ensure that the equality/accessibility information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality/accessibility link governor is Will Boddy. He will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives/accessibility among staff and pupils
- Monitor success in achieving the objectives and report back to governors

Kelly Fairhall is the designated member of staff for equality/accessibility

The designated member of staff for equality/accessibility will:

- Support the headteacher in promoting knowledge and understanding of the equality/accessibility objectives among staff and pupils
- Meet with the equality/accessibility link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training when appropriate.

The school has a designated member of staff for monitoring equality/accessibility issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. authorising absence for official days of religious observance, linked to their faith)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs).

In fulfilling this aspect of the duty, the school will:

- Make evidence available identifying improvements for specific groups to the governing body.

6. Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality/Accessibility Considerations in Decision Making

The school ensures it has due regard to equality/accessibility considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps written records to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality Objectives

Objective 1

To raise levels of attainment in core subjects for vulnerable learners.

Why we have chosen this objective: The attainment gap between our vulnerable learners and other learners has increased.

To achieve this objective, we plan to: explore the reasons for the increase in the attainment gap and implement strategies to support vulnerable families with attendance, punctuality, home-school links and other factors that have impacted.

Objective 2

To increase parental engagement in learning and school life across all activities to ensure equality in access and engagement.

Why we have chosen this objective: Over the past few years, there has been a noticeable decrease in the attendance of parents/carers at information sharing events we have organised for them to support them in supporting their children's learning and the opportunities we have provided for engagement in the life of the school.

To achieve the objective, we plan to: analyse the current opportunities we provide for parental engagement and identify the reasons for the low-level responses. Following this we will plan a programme of events and activities using strategies that will inspire high levels of engagement.

9. Equality/Accessibility Monitoring Arrangements

The Headteacher will review and update, if appropriate the quality/accessibility information and objectives we publish, (Sections 4 to 7 above) at least every year.

This policy will be reviewed by the Premises Committee and approved by the Governing Body every two years.

10. Links with Other Policies

This document links to the following policies:

SEN Local Offer

Supporting Pupils with Medical Conditions

Annual Safeguarding Practice

Appraisal

Child Protection

Complaints Procedure

Creative Curriculum

Governor Allowances

Governors Code of Conduct

Positive Behaviour

Off Site Visits and LOTC Activities

Pupil Premium

Strategic Plan

RSE

Safer Recruitment

Family Provision

Appendix 1 Setting Equality Objectives Action Plan

Making Progress on Equality Issues

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Monitoring	Responsibility	Measurable success Indicator	Timing	Review date
Publish and promote the Equality Scheme through the school website	All		√		1,2,3	Survey stakeholders' attitudes to equality issues	Governor/Chairs of Committees/Headteacher	All stakeholders have been informed of the Equality Policy and Action Plan	On website	Spring 2024
Carry out equality Impact Assessment on all policies as they are reviewed	All		√		1,2,3	Full Governing Body to review policies in line with the policy schedule	Governors	All policies comply with the requirements of the Equality Duty	Ref. Policy Schedule	On going
Monitor and analyse the achievement of vulnerable pupils and act on any trends or patterns in data that require additional support for pupils	All			√	1,2	Achievement data for vulnerable groups analysed and intervention tailored to match need at PPMs, Full Governing Body meetings	SLT/InCo and Governing Body Standards Committee	Data indicates all children making at least good or better progress with gaps narrowing	Half-termly PPMs Termly summative data	On going
Evaluate opportunities in the new curriculum to explicitly teach themes and issues relating to equality and diversity, particularly sexual orientation	All			√	1,2,3	Scrutiny of the curriculum content and skills documents, enrichment documents	Headteacher, Curriculum Leads	Opportunities identified and exploited across the curriculum	Planned and taught explicitly in PSHE / Science Curriculum. Addressed in wider curriculum as appropriate	Ongoing.

Review and target initiatives to increase attendance and punctuality across the school with a focus on narrowing the gap for disadvantaged children and those with SEND	All		v	1,2,3	Attendance analysis	Headteacher, Link Governor	Analysis of attendance records shows increasing percentages for all groups with gaps narrowing	Headteacher monitoring each half-term. Reports to FGB termly showing the impact of actions	On going
Ensure new build and other changes to the fabric of the current building, are accessible to all and meet the needs of everyone in the school community.	All	v		1,2,3	Link Governors	Headteacher, Governors	Accessibility for all members of the school community	Toilet for those with disabilities installed Jan 2023 as part of new library area upgrade	Review Spring 2024 – update asset management plan to reflect any identified changes