



Single Equality Scheme and Disability Equality Scheme Policy (Inclusive of Accessibility Plan)

Rationale

This policy outlines how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We have a duty to publish our Accessibility Plan which explains how we are doing now, and what we plan to do over the next three years. This is included within this policy (Appendix 2)

At Lowbrook Academy, our priority is to ensure that our pupils, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can be. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. We aim to develop 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 respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We know that inclusion is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of boys, girls and transgender children.

We believe that all children may be disadvantaged by the holding of prejudicial views and seek to promote good relationships between all groups and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

This Single Equality Scheme (SES) is written to take account of the Equality Act 2010 which builds on previous legislations referenced in this document. Lowbrook Academy is committed to setting Equality objectives to comply with the socio-economic duty to support children from poorer or deprived families and the Equality duty to treat different groups equally and fairly.

“Education reform is the great progressive cause of our times. It is only through reforming education that we can allow every child the chance to take their full and equal share in citizenship, shaping their own destiny and becoming masters of their own fate”

Michael Gove, Secretary of State for Education, November 2010

We are proactive in our efforts to identify and minimise existing barriers or inequalities. We seek the views of all groups affected by the policies and work of our school and try to involve them in policy



review. We recognise our role in promoting community cohesion and actively encourage the participation in public life of all learners in our school.

The achievement of pupils will be monitored by ethnicity, gender and disability using Target Tracker and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying (including cyberbullying) and stereotypes and creating an environment which champions respect for all. At Lowbrook Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

“Our schools should be engines of social mobility, helping children to overcome the accidents of birth and background to achieve much more than they may ever have imagined.”

Michael Gove, Secretary of State for Education, November 2010

Covid 19 statement

Due to Covid 19, on March 18th 2020 schools went into lockdown. As the situation improved, the Government began to consider how we could bring more children and young people back into schools. From 1 June, primary schools welcomed some children back, focusing on specific year groups being educated in small ‘bubbles’, Years EYFS, Year 1 and Year 6 along with Vulnerable children who were in school throughout lockdown. Since 15 June, primary schools have also had the flexibility to bring back other pupils where they have space to do so. We welcomed back Year 5 pupils.

Now, the circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased, our NHS Test and Trace system is up and running (but far from perfect) and we are clear about the measures that need to be in place to create safer environments within schools.

Returning to school is vital for children’s education and for their wellbeing. Time out of school is detrimental for children’s cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children’s future ability to learn therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today’s pupils will have over the course of their entire life. For many households’ school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics’ analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the



disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). Therefore, a risk assessment is in place that outlines our control measures allowing a full return to school working towards normal life for many children and families.

While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance minimising any risks from coronavirus (COVID-19), by maximising control measures, with providing a full educational experience for children and young people. Schools have been asked to use their existing resources to make arrangements to welcome all children back. There are no plans at present to reimburse additional costs incurred as part of this process.

While our aim is to have all pupils back at school in the autumn, will also need to plan for the possibility of a local lockdown and how they will ensure continuity and quality of education for all pupils. This includes resourcing, monitoring planning and delivering during difficult and remote times. This policy is to be read in conjunction with our Covid 19 risk assessment and lockdown plan.

Mainstreaming equality into policy and practices

As well as the specific actions set out beneath 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:

- not treat pupils with disabilities less favourably for a reason related to their disability;
- make **reasonable adjustments** for pupils with disabilities, so that they are not at a substantial disadvantage;
- plan to increase access to education for pupils with disabilities;
- not discriminate or act unfavourably against anyone as explained in the above legislation;
- not allow any form of harassment of people with a disability;
- promote positive attitudes towards anyone living with a disability;
- remove barriers which may discourage people with disabilities from playing a full part in the life of our school;
- encourage full participation by everyone in our school activities;
- ensure that all pupils continue to have access to as much education as their medical condition allows, so that they are able to maintain the momentum of their education and keep up with their studies;
- reintegrate these pupils back into full time education at the earliest possible opportunity;
- ensure these pupils maintain links with school so that they do not become isolated.
- provide access to quality education for those groups who are at risk of under achieving.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils e.g. regular audits;



- 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;
- Respect and teach gender equality
- Use materials that reflect the diversity of the school, population and local community in terms of ethnicity, gender, 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 cultural heritage and celebrate the diversity of other cultures and lifestyles;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staff discussion/debate and extending opportunities for controversial discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning – misconceptions must be addressed to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity;
- Include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the Citizenship and Ethics curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Identify resources that support staff development.

Information from pupil data and school audit:

Information about the needs of our pupils will be gathered through:

- Pupil admission information
- Parent/Carer questionnaire
- Parent/Carer consultations
- SIMS data
- SEND reviews/EHC Plans
- Discussion with relevant medical professionals and other outside support agencies.
- Observations including significant observations
- Data analysis (progress made and interventions needed)
- Records of achievement logged in Target Tracker
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes. It is protected by our GDPR policy.



Learning Environment

Lowbrook Academy is a 1978 building with no corridors, two disabled toilet facilities and clearly marked pathways etc. for people with visual impairment. All new buildings have easy access.

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide exemplary, positive role models in their approach to all issues relating to equality of opportunity;
- The school will place a very high priority on the provision for SEN and disability;
- We aim to meet all pupils learning needs including the more able by carefully assessed and administered programmes of work;
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- Policies on displays, notices, meals, uniform, etc. in our school will reflect its population.

Views of those consulted during the development of the building and consequent accessibility plan:

During the design and construction stages of new buildings, the following points were discussed and planned for, within the constraints of the budget:

- Movement around the building and grounds, easily and confidently
- Having equal opportunity to access lessons and other activities in communal areas of all parts of the school buildings and grounds.

Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on ethnicity, 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.

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. At Lowbrook Academy, we will continue to create and retain a workforce that is valued for their diverse contributions and representations of different perspectives, ethnic backgrounds, experience and skills. To achieve this, our school will maintain strong community /parental links and governors will give support to our school and all its stakeholders, to ensure an effective educational delivery. Health related questions will not be asked before the job offer, unless the questions are specifically related to an intrinsic function of the work. Applicants will still be issued with a generic health questionnaire as part of the appointment procedure. At Lowbrook Academy, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that there is no discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, age, marriage status, ethnicity, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including complaints, bullying and harassment of staff;
- Continued professional development opportunities for **all** staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2006) and Equality Act (2010)

The action plan and accessibility scheme outline the actions Lowbrook Academy will take to meet the general duties detailed below.



Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between staff, children and the community of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality (included in this policy - see Appendix 1);
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the school's Special Educational Needs and Disabilities Policy and Disability Equality Scheme.

Definition of Disability

The definition of disability under the Equality Act 2010 is:

A person has a disability if he/she has a physical or mental impairment that is:

- substantial
- long-term, and
- has a negative effect on his/her ability to carry out normal every day activities.

'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, e.g. arthritis.

Compliance with the above-mentioned legislation is consistent with the school's aims and the operation of the school's Special Educational Needs (SEND) Policy.



The Governing Body of Lowbrook Academy, as an Admissions Authority, informs our Admissions Policy and does not discriminate against any disabled child.

We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment.

When recruiting staff, disabled people will not be discriminated against.

We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum 2014, underpinning the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils, young people and adults with disabilities.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum;
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. How we do this is detailed in the Action Plan at the end of this document.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex, gender reassignment;
- Promote equality between men and women and boys and girls.



Under our Specific duty we will:

- Prepare and publish within this policy the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this scheme every three years.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Age, Sexual Orientation, Religion and Belief

The Equality Act 2006 made provisions for regulations to be introduced to extend protection against discrimination on grounds or religion or belief to sexual orientation.

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21 (5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion.

Community cohesion encompasses promoting good relations between pupils from different races, faiths or beliefs and socio-economic backgrounds. The duty came into force on 1st September 2007.

The introduction of British Values into our Citizenship & Ethics curriculum in 2016 covers this extensively.

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 and carers. We have achieved this by using the following to shape the plan:

- Feedback from the parent questionnaire and parents' consultations;
- Input from staff surveys or through staff meetings/Insets;
- Feedback from Citizenship and Ethics lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Educational Plans (IEPs);



- Personalised Provision Mapping, mentoring and support;
- Achievement measures

Roles and Responsibilities

The Role of Governors

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils 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 our school on grounds of race, gender or disability.
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors welcome 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 our school on account of their race, sex or disability.

The Role of the Executive Principal (and Senior Leadership Team)

- It is the Executive Principal's role to implement the policy and plan and he is supported by the governing body in doing so.
- It is the Executive Principal's role to ensure that all staff are aware of this policy, and that teachers apply these guidelines fairly in all situations.
- The Executive Principal 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 Executive Principal 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 Executive Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness.

The Role of all Staff (teaching and non-teaching)

- All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's policy.



- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotyped images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Executive Principal or Leadership Team.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

We recognise that children are capable of abusing their peers and ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person. Children and young people may be harmful to one another in a number of ways which is classified as peer on peer abuse.

This is most likely to include, but not limited to: physical abuse e.g. (biting, hitting, kicking, hair pulling etc.) bullying- including cyber bullying (physical, name calling, homophobic), gender based violence/sexual assaults /sexual harassment, sexting, initiation/hazing, prejudiced behaviour. To minimise risk, our procedures include staff training include dealing with sexual violence and sexual harassment.: <https://www.safeguardingschools.co.uk/sexual-violence-sexual-harassment-children-schools-colleges-dfe-2017/>.

Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific, e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. If staff minimise the concerns raised it may result in a young person seeking no further help or advice (KCSIE, 2016).

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 individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Member of Leadership Team/ Executive Principal, where necessary. All incidents are reported to the Executive Principal/Leadership Team and racist incidents are reported to the governing body and Local Authority on a termly basis.



What is a Discriminatory Incident?

Harassment on the 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 or 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 Incident

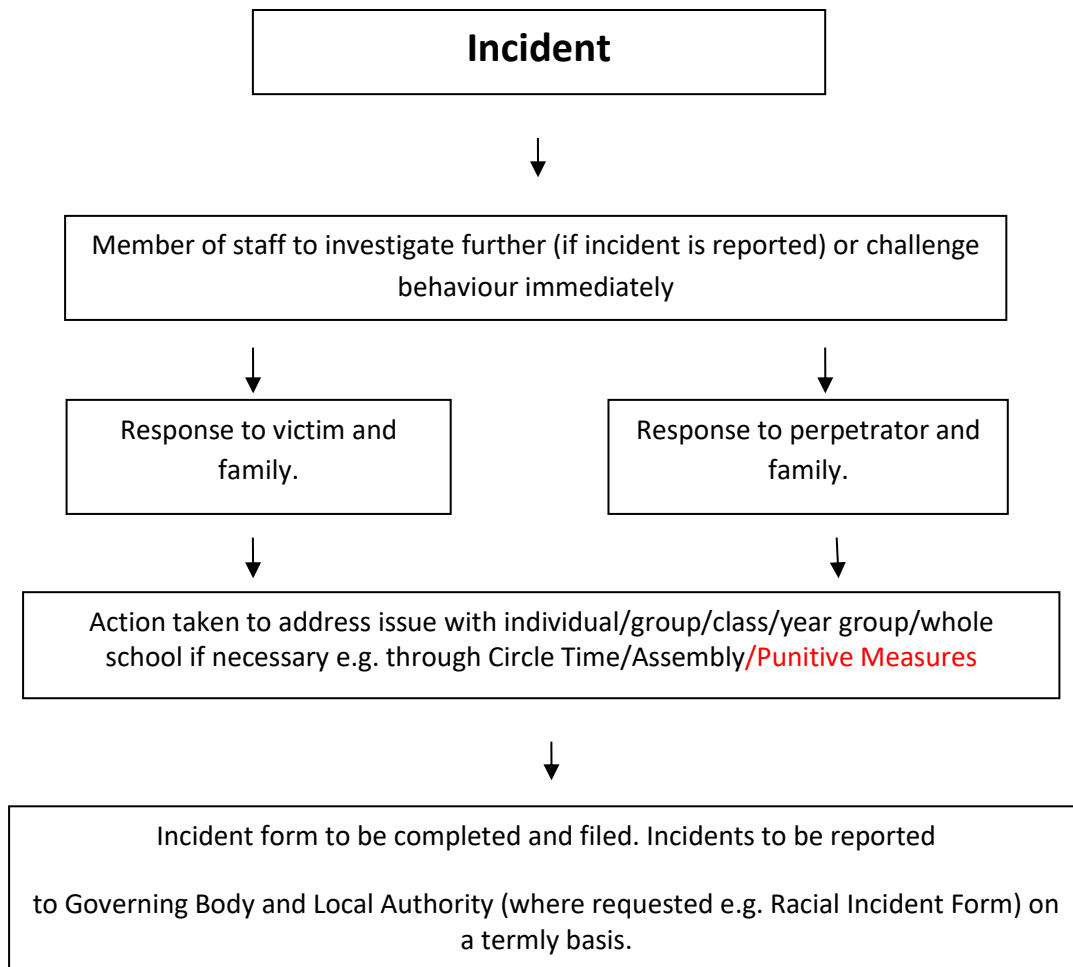
Types of discriminatory incidents that can occur are:

- 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;
- 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 etc.;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. At Lowbrook, all incidents are recorded in a separate section of the Behaviour Log maintained in the School Office. The SLT review this at every leadership meeting.

Procedure for responding and reporting outlined below.



Publishing the Plan

The Equality Act 2010 requires us to publish information that demonstrated that we have due regard for the need to:

- 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.
- Published Equality Information will be updated at least annually and objectives updated at least once every four years.

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Making it happen

Audit, management, implementation and monitoring of this plan

Audit of provision, September 2017-18 (to be completed again before 2019-20)

The audit will include looking at:

- Pupils are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all;
- Pupils have individual learning targets, closely monitored and regularly reviewed;
- All staff are trained in assessment and this continues to be developed and updated (dependent on need)-;
- Analysis of pupil assessment data allows the school to measure the impact of intervention and support strategies for all pupils;
- Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities (dependent on need);
- SEN information on file is kept up to date and is accessible to staff;
- Appropriate and specific intervention programmes for pupils with SEN are documented in their IEPs and provision maps;
- Individual Education Plans (IEPs) and reviews are in place. They are targeted well, reflect need and are a working document.
- Advice is sought from appropriate outside agencies to provide staff with information about making reasonable adjustments.
- The SLT regularly reviews all aspects of the Disabled children's progress, appropriateness of interventions and provision and makes reasonable adjustments as the norm.

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making reasonable adjustments to:

(a) the building and grounds:

- Structured and supportive playtime and lunchtime activities
- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need
- Provision of adult assistance to facilitate access.

(b) teaching and learning:

- We review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored and additional support (small group or 1:1) will be



- provided where possible and appropriate
- Individual targets and IEPs ensure appropriateness of teaching and learning strategies
 - Targets are monitored regularly
 - Targets and progress towards them will be reported to SLT and parents regularly
 - Using P Scales, our Assessment Policy and lesson monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils that are unable to access the National Curriculum descriptors.
 - Review of policies in school is ongoing, including updates to the Anti-bullying Policy.
 - The school website will be reviewed and pages with information about links to disability will be built

(c) communication methods

- Use of interactive whiteboards, LCD screens
- Use of ICT resources e.g. iPads
- Visual timetables for some pupils
- Newsletters to parents, text communication
- Communication books
- News pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats
- Governor attendance at school functions

The effectiveness of any adjustments will be monitored regularly and the opinions of our stakeholders canvassed. Feedback will come from:

- Pupil interviews
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

Provision for children unable to attend school on a full-time basis

The named person in school with responsibility for dealing with pupils who are unable to attend school because of their medical needs is the Executive Principal and in his absence the school SENDCO.

The above person will notify the Specialist Inclusion Services or the nominated school EWO if a pupil is or is likely to be away from school due to medical needs for more than 15 working days.

Children with medical needs will remain on the school register. Attendance registers will be marked so that they show if a pupil is or ought to be receiving education otherwise than at school.



If a child is offered long term tuition for medical reasons, a Personal Education Plan (PEP) will be sent to school by SIS. The completed PEP will be returned to SIS to provide information on the child's levels of functioning. Any information about a child's special educational needs and a statement if appropriate, will be given to SIS with the PEP.

Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. 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. We make regular 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.

Related Policies

Teaching & Learning	Capability (Teachers)
Admissions	Capability for all staff (with the exception of Teachers)
Behaviour	Teachers Appraisal and Performance Management
SEND	

The Governing Body approved this policy on date: **29th November 2019**

Signed: _____ Chair of Governors

Signed: _____ Executive Principal



APPENDIX 1

EQUALITY OBJECTIVES AND ACTION PLAN 2018 - 2021

Equality Objective	Action required	Outcome	Person responsible	Timescale
All	To publish and promote the equality plan to all stakeholders.	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	Head of School Governing Body	December 2018 Term 2 & 4 Pupil / Parent questionnaires. Annual ratification of policy by Governors Achieved
All	To monitor and analyse pupil achievement by race, gender, disability and age (summer born) and act on any trends or patterns in data that require additional support.	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.	SLT Governing Body	Termly Ongoing
All	To ensure that displays and curriculum overviews promote diversity in terms of race, gender and disability.	More diversity reflected in school displays and materials for lessons across all year groups e.g. women mathematicians in Maths Week etc.	SLT Teachers	Ongoing
All	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	All school events including after school clubs have pupils from all groups participating, with monitoring of groups where there is less take up.	SLT Teachers PE Leader	Ongoing



Race Equality Duty	To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a regular basis.	<p>Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT.</p> <p>Staff followed guidance consistently and effectively as outlined above.</p> <p>Governors are informed regularly of any recorded incidents regarding the equality groups.</p>	<p>Executive Principal</p> <p>SLT</p> <p>School Staff (monitored by SLT)</p> <p>Governing Body</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>
Gender Equality	To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events and after school clubs.	<p>Equal representation / opportunities for boys and girls.</p> <p>Clubs are accessible to boys and girls with improved rates of participation in clubs where there is a stereotypical association.</p>	<p>SLT</p> <p>Teachers</p> <p>PE Leader (monitored and reported on in Sports Premium Reports)</p>	Ongoing
Gender Equality	To ensure there is an insignificant disparity in academic performance between girls and boys.	<p>Monitor on termly basis the performance of different groups, (Gender) and analyse who and why has performed in what way, addressing any inadequacies.</p> <p>Ensure the curriculum has both boy/ girl friendly opportunities as well as gender neutral. There should be no stereotyping of genders, e.g. boys being leaders, and pupils should be encouraged to see the</p>	<p>SLT</p> <p>Assessment Leader</p> <p>Subject Leaders</p> <p>Teachers</p>	Ongoing



		<p>qualities and skills they have as being diverse and complimentary.</p> <p>Promote positive images of both genders, and use positive role models from the community</p>		
Sexual orientation / transgender	<p>To ensure that selection and recruitment procedures adhere to guidelines.</p> <p>To continue to promote the message that we are all equal and that we are all different.</p> <p>To promote respect for all through our ethos and curriculum.</p> <p>To be welcoming to parents and families irrespective of their sexual orientation.</p> <p>To address prejudice where it arises.</p> <p>To ensure that Sex & Relationship Education & Policy recognises diverse family structures.</p> <p>Ensure all staff respond appropriately to questions raised by children</p>	<p>A balance of male/female role models evident in staff.</p> <p>Pupils recognise that families are made from a range of gender and sexual orientations (include marriage and civil partnership - age appropriate).</p> <p>Transgender is to be appropriately discussed and explored in the Year 6 curriculum.</p>	<p>SLT</p> <p>Governing Body</p> <p>Teachers</p>	Ongoing



Disability Equality Duty	<p>To ensure pupils with a disability are actively involved in school activities e.g. clubs.</p> <p>To ensure there is effective transition between classes and schools.</p>	<p>Pupils with a disability are participating in extra- curricular activities.</p> <p>Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.</p>	<p>SLT</p> <p>Teaching staff</p>	Ongoing
Community Cohesion	<p>To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</p> <p>To ensure the theme of British Values is woven throughout our Citizenship & Ethics Curriculum and Assembly Schedule.</p>	<p>A programme of assemblies organised and special days celebrated.</p> <p>Visitors from different groups to enhance the curriculum and broaden the children’s understanding of the local and global community.</p> <p>Theme Weeks such as Arts & Culture Week organised to ensure pupils are exposed to a range of cultures and religions in real life contexts.</p>	<p>SLT</p> <p>Faith & Belief Leader</p> <p>Citizenship & Ethics Leader</p> <p>Place & Time Leader</p> <p>Teaching staff</p>	Ongoing



APPENDIX 2

**ACCESSIBILITY PLAN
SEPTEMBER 2018 – SEPTEMBER 2021**

	Activity/resources	Responsible	Timescale	Outcome
	Collecting views of pupils through discussions and questionnaires	BI	February 2020	
	Send out/collect in questionnaires to parents	BI	February 2020	Views on survey collated and analysed
	Collect view of parents with specific focus on information sent home. Developing new ways of informing parents/carers	BI	Ongoing	Views on survey collated and analysed
	Keep staff updated in terms of information sharing, training and collection of their views.	All staff	Ongoing	
	Discussion with parents and pupils at Parent's Evenings, Annual reviews etc.	All Teaching staff	Ongoing	
	Consideration of collected stakeholders' views			Views collated, analysed and shared
	Carry out premises audit with attention to: doors, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside area – playground, field, walkways into school	PR/DR	December 2019	
	Consider as part of the audit the use of improvements to doorways; the provision of furniture and apparatus to improve access. Particular attention paid to new education spaces in the previous 1978 block	PR/DR	July 2020	Improvements to be made to 1978 block throughout academic year 2017-18.



	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget.	PR/DR/FS&B Committee	Ongoing	
	Include information and key documents on school website	KB/KB	Ongoing	
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, videos, etc.; look at ways of reducing communication barriers for those with dyslexia	KB	Ongoing	
	Include aspects of Disability Equality in school assemblies e.g. Makaton welcome	All staff	Ongoing	
	Increase awareness of and positive attitudes towards disability through the curriculum and daily life – link with Manor Green e.g. Tag Rugby	BI	Ongoing	
	To ensure pupils with a disability are actively involved in school activities e.g. clubs. To ensure there is effective transition between classes and schools.	All Teaching staff	Ongoing	Pupils with a disability are participating in extra- curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.
	Review of other linked policies: SEND, Health and Safety, Equal Opportunities, Anti Bullying, Curriculum, Medical Information	DR, Staff Governors	Ongoing	
	Ensure staff are fully briefed and up to date with accessibility information and that is added to induction training of new staff.	BI	Ongoing	
	Staff training on pupil data systems including P Scales Target Tracker to analyse Attendance Academic Performance	All staff	Ongoing	



	Progress Meetings, where needs, issues and performance of pupils is discussed	All staff	Ongoing	
	Create and maintain individual healthcare plans for every pupil with medical needs including medical information, intervention techniques and PEEPs for visiting staff/supply teachers. These are to be passed on and discussed with the new teacher prior to transition week and the new school year	All staff	Ongoing	
	Share good practice relating to disability issues and data	All staff	Ongoing	
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	All staff	Ongoing	
	Review of resources and ICT provision with consideration to suitability and development of pupils	PR/DR/Governors	Ongoing	
	To develop a 6 week lockdown plan for all pupils that includes an audit of ICT equipment and use at home so that they can effectively use Google classroom if we go into another lockdown.	DR, MG, T and L committee	October half term 2020	
	Audit of staff training needs	PR/KB	Ongoing	