



## **Single Equality and Disability Equality Scheme Policy**

**(Inclusive of Accessibility Plan, Equality Duty Statement and Equality objectives)**

### **Rationale**

A Single Equality and Disability Equality Scheme is a strategic policy designed to promote equality, eliminate discrimination, and advance inclusion across all protected characteristics. It integrates all aspects of equality (such as race, gender, sexual orientation, religion, race and others.) with a focused commitment to disability equality, as required by UK legislation such as the Equality Act 2010.

This policy outlines how we can promote equality for all pupils, staff, parents, governors, service providers and visitors to our school. We have a duty to publish our Accessibility Plan which explains what the school is doing now and outlines the plan of what will be done over the coming three years. This is included within this policy (Appendix 2 p.22)

At Lowbrook Academy, we are dedicated to creating an environment where our pupils, staff, service providers, and visitors feel valued, supported, and heard. We aim to create an environment where everyone is inspired to reach their full potential. Our goal is to identify and remove barriers to accessing the curriculum, participating fully in school life, and navigating the school environment for pupils, prospective pupils, staff, parents, and visitors with disabilities or who have one or more of the protected characteristics.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of sex, race or ethnicity, disability, religion or belief, sexual orientation, age, gender reassignment 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.

As a school community, 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 equality of opportunity to develop socially, to learn and to enjoy school and community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural, racial and religious differences and understand the individual 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 various ethnic, cultural or faith backgrounds and people of different genders or sexual orientation and any other characteristic.

This Single Equality Scheme (SES) has been developed in accordance with the Equality Act 2010, which builds on the principles established by previous legislation referenced in this document. Lowbrook Academy is dedicated to establishing equality objectives that fulfil our socio-economic duty to support children from disadvantaged backgrounds and our obligation to treat all groups equitably and fairly.

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 in the form of pupil and parent surveys and the school governors review these policies. 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 positively promoting 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.

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## Equality Duty Statement 2024 - 2025

### Equality Act 2010

Lowbrook Academy will abide by the provisions of the Equality Act 2010. It is committed to giving due regard to equal treatment and opportunity for all staff, pupils and members of the wider community. We do all that we can to eliminate discrimination and foster good relations amongst all connected with the school.

Our Single Equality Scheme (SES) is written to take account of the Equality Act 2010 which builds on previous legislations.

### Mainstreaming equality into policy and practices

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

We strive to provide every pupil with the opportunity to succeed and achieve their highest potential. To achieve this, we will:

- **Ensure Non-Discrimination:** Avoid treating pupils with disabilities less favourably for reasons related to their disability.
- **Implement Reasonable Adjustments:** Make reasonable accommodations for pupils with disabilities to prevent substantial disadvantages and support their full participation in the school community.

- **Increase Accessibility:** Develop and implement plans to improve access to education for pupils with disabilities, including adjustments to the curriculum, physical environment, and resources.
- **Adhere to Legal Obligations:** Comply fully with the Equality Act 2010 and related legislation, ensuring we do not discriminate against or act unfavourably towards any individual based on disability or other protected characteristics.
- **Prevent Harassment:** Prohibit and actively address any form of harassment or bullying related to disability or other protected characteristics.
- **Promote Positive Attitudes:** Foster a positive and inclusive environment that respects and values individuals of all abilities, challenging stereotypes and misconceptions.
- **Eliminate Barriers:** Identify and remove any physical, academic, or social barriers that may prevent individuals of all abilities from participating fully in school life.
- **Encourage Full Participation:** Support and encourage the full involvement of all students in school activities, including extracurricular opportunities, ensuring equal access and engagement.
- **Support Continuity of Education:** Ensure that pupils with medical conditions or disabilities have access to as much education as their health allows, utilising remote learning tools and individualised support plans when necessary to maintain their academic progress.
- **Facilitate Reintegration:** Provide tailored support to help pupils reintegrate into full-time education as soon as they are able, minimising disruption to their learning and social development.
- **Prevent Isolation:** Maintain strong links with pupils who are temporarily unable to attend school, ensuring they remain connected to the school community and receive appropriate educational and emotional support.
- **Address Underachievement:** Provide targeted support to groups at risk of underachievement, using evidence-based interventions to address learning gaps and promote academic success.
- **Use Data to Inform Practice:** Regularly analyse contextual and achievement data by ethnicity, gender, disability, and other factors to identify trends, address disparities, and tailor support effectively.
- **Set Challenging Targets:** Consider the achievement of all pupils when planning future learning, setting aspirational but realistic targets that promote growth and achievement for every student.
- **Ensure Equal Access:** Guarantee that all pupils have equal access to the curriculum and opportunities, preparing them for life in a diverse and inclusive society.
- **Promote Gender Equality:** Respect and teach the principles of gender equality, challenging stereotypes and promoting equitable opportunities for all genders.

- **Reflect Diversity in Learning Materials:** Use educational materials that represent the diversity of the school population and local community, avoiding stereotypes and celebrating a range of cultures, backgrounds, and experiences.
- **Challenge Discriminatory Behaviour:** Promote attitudes and values that challenge racism, sexism, ableism, and other forms of prejudice and discrimination, fostering an inclusive and respectful school culture.
- **Celebrate Cultural Diversity:** Provide opportunities for pupils to explore and appreciate their own cultural heritage while celebrating the diversity of other cultures and lifestyles.
- **Engage Parents:** Actively involve all parents and guardians in their child's education, fostering a collaborative and supportive relationship between home and school.
- **Facilitate Open Discussions:** Create a safe space for classroom and staff discussions on equality issues, encouraging critical thinking and challenging social stereotypes and misconceptions that may impact learning and interactions.
- **Inclusive Teaching Approaches:** Employ teaching methods and classroom practices that are inclusive, recognising and accommodating the diverse needs and backgrounds of the entire school population.
- **Develop Advocacy Skills:** Empower pupils to recognise and challenge bias and discrimination, promoting justice and equality through the development of strong advocacy skills.
- **Integrate Equalities in Curriculum:** Ensure the Citizenship and Ethics curriculum addresses issues of equality, diversity, religion, human rights, and inclusion, preparing pupils to be informed and active members of society.
- **Inclusive Extracurricular Activities:** Organise educational visits and extracurricular activities that are accessible and inclusive for all pupil groups, ensuring equal participation.
- **Support Staff Development:** Identify and provide resources and training opportunities to support staff in developing inclusive teaching practices and understanding equality issues.

This comprehensive approach ensures that we provide a supportive and equitable learning environment for all students, promoting academic success and personal growth while fostering an inclusive school community. Some of the above points will be outlined in more detail throughout the following policy.

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 and to put reasonable adjustments into place. This information is held, processed and protected by the GDPR policy.

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

- Pupil admission information
- Parent/Carer questionnaire

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

### **Specific areas where equality is mainstreamed**

#### **1 - Learning Environment**

The physical buildings at Lowbrook Academy have no corridors, two disabled toilets facilities and clearly marked pathways etc. for people with visual impairment. All new buildings are accessible. Reasonable adjustments are made to the classroom environment to ensure that all pupils are able to access and make best use of the space.

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.

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, disability 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 SEND;

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- 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, displays, notices, meals, uniform, etc. in our school will reflect its population.

## **2 - Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on gender, age, ethnicity, disability, sexual orientation, faith or religion, socio-economic or any other individual factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact or any potential indirect discrimination and ensure any discrepancies are identified and dealt with.

## **3- 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 and religious 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. Any questions regarding any of the protected grounds as well as 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.

### **3a - 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.

Non-identifiable information on equality aspects such as gender, age, marriage status, ethnicity, disability, sexual orientation, gender reassignment and faith or religion have no bearing on 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;
- Reviewing any policies and practices that are put into place do not negatively effect any of the protected characteristics;
- Senior Leadership Team support to ensure equality of opportunity for all.

#### **4 - 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.

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##### ***4a - 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***

Lowbrook Academy uses the definition of disability as outlined in the Equality Act 2010. 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.

##### ***Admissions***

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 them from the school for a reason related to the pupil's impairment.

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

### ***Reasonable Adjustments***

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 are specific legal requirements regarding disabled pupils and accessibility, which mandate that we strategically plan to:

- **Enhance Access to the Curriculum:** Develop and implement strategies to ensure all pupils can fully participate in the educational experience.
- **Improve the Physical Environment:** Make necessary adaptations to the school's physical environment to increase accessibility for all.
- **Provide Accessible Information:** Ensure that written information is available in a variety of formats to meet the diverse needs of pupils.

We must ensure that disabled pupils are not treated less favourably. To achieve this, the school has a duty to make reasonable adjustments. Details on how we will implement these adjustments are outlined in the Action Plan at the end of this document.

### ***4b - Race and Ethnicity***

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.



Lowbrook Academy does not treat a pupil less favourably on the basis of their race. The definition of race includes colour, nationality and ethnic or national origins. The school aims at eliminating racial discrimination and promoting good relations between staff, children and the community of different racial groups.

#### ***4c - Gender Equality and Gender Reassignment***

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

Lowbrook Academy actively seeks to eliminate unlawful discrimination and harassment on grounds of sex, gender reassignment and promote equality between men and women and boys and girls.

People who do not identify with the sex assigned to them at birth are explicitly covered by the gender equality duty. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

#### ***4d - Age***

Lowbrook Academy seeks to ensure that there is no discrimination based on age, as a protected characteristic for those who have contact with or are employed by the school. It does not, however, apply to admissions or to the pupils in the school.

#### ***4e - Sexual Orientation***

Lowbrook Academy does not treat pupils less favourably because of their sexual orientation or the sexual orientation of their parents/ carers.

#### ***4f - Religion and Belief***

The school does not treat anyone who has contact with the school or pupils less favourably because of their religion or belief or lack of religion or belief and aims to build good relations and understanding between all members of the school community.

#### ***4g - All grounds***

For all of the protected characteristics, we will

- Prepare an Equality Plan which includes our written policy for race equality (included in this policy - see Appendix 1 p.18);
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by the protected characteristics, accessing 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;
- promote equality of opportunity.

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## 5 - 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.

## 6 - 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, 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, sex, gender identity, religion/ belief, sexual orientation 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, sex, gender identity, religion/ belief, sexual orientation, pregnancy/ maternity, 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, sex, gender identity, religion/ belief, sexual orientation and disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex, gender identity, religion/ belief, sexual orientation and disability.

#### ***The Role of the Principal (and Senior Leadership Team)***

- It is the Principal's role to implement the policy and plan and he is supported by the governing body in doing so.
- It is the Principal's role to ensure that all staff are aware of this policy, and that teachers apply these guidelines fairly in all situations.
- The 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 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 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, sex, gender identity, religion/ belief, sexual orientation and disability. and challenges stereotyped images.
- All staff will challenge any incidents of prejudice, racism, sexism or homophobia and record any serious incidents, drawing them to the attention of the 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**

All types of discrimination and harassment are unacceptable and not tolerated within Lowbrook Academy's 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 harassing or 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.

All instances will be taken seriously and will 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, 2024).

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/ Principal, where necessary. All incidents are reported to the 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, sex, gender identity, religion/ belief, sexual orientation and disability 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:

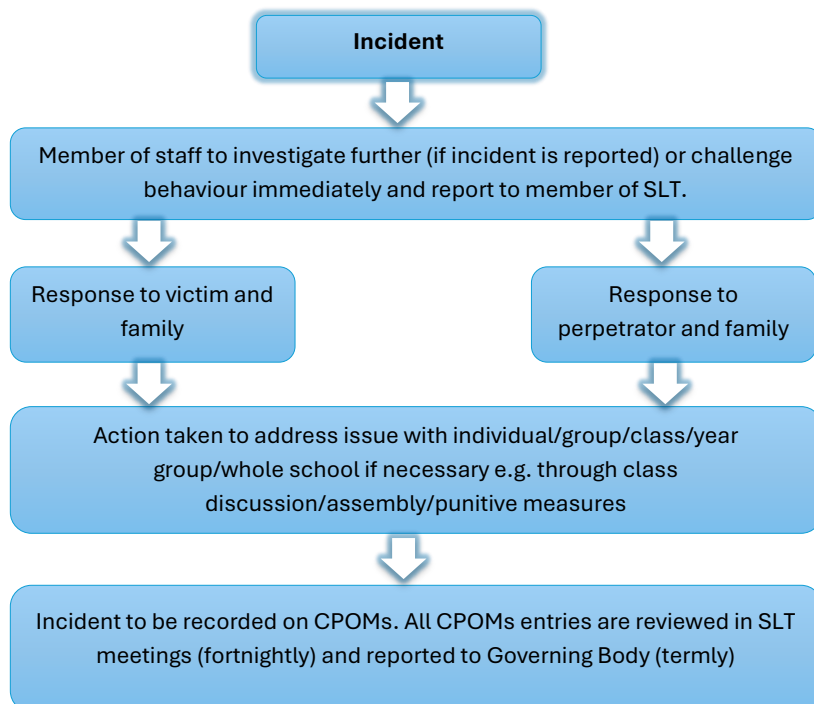
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- Physical assault against a person or group because of their race, sex, gender identity, religion/ belief, sexual orientation and disability;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- 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, sex, gender identity, religion/ belief, sexual orientation and disability;
- 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, sex, gender identity, religion/ belief, sexual orientation, pregnancy/ maternity and disability.

#### ***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 Academy, all incidents are recorded on CPOMS and the SLT review this at every leadership meeting.

Procedure for responding and reporting outlined below. All staff have been made aware of this procedure.



### **Publishing the Plan**

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The Equality Act 2010 requires us to publish information on our website that demonstrates 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.

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

### **Making it happen**

#### ***Audit, management, implementation and monitoring of this plan***

Audit of provision, September 2024-2025

The audit will include:

- Looking at how pupils are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all;
- Ensuring that pupils have individual learning targets, closely monitored and regularly reviewed;
- Ensuring that 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;
- Ensuring that teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities (dependant on individual needs);
- Ensuring that SEND information on file is kept up to date and is accessible to staff;
- Ensuring that appropriate and specific intervention programmes for pupils with SEND are documented in their Pupil Passports (or IEPs) and provision maps;

- Ensuring that Pupil Passports (or IEPs) and reviews are in place. They are targeted well incorporating SMART targets, reflect need and are a working document.
- Ensuring that advice is sought from appropriate outside agencies to provide staff with information about making reasonable adjustments;
- The SLT regularly reviews all aspects of SEND 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 individual 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 Pupil Passports ensure appropriateness of teaching and learning strategies
- Targets are monitored termly in pupil progress review meetings with the SENCo, Inclusion Manager and teaching staff
- 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 and equality will be built

(c) communication methods

- Use of interactive whiteboards,
- Use of ICT resources e.g. iPads
- Visual timetables for some pupils
- Text and email communication to parents
- 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 Principal and, in his absence, the school SENCo or Inclusion Manager.

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 program 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 various targets, as outlined in the above policy, 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	

Signed: \_\_\_\_\_ Chair of Governors

Signed: \_\_\_\_\_ Principal

## APPENDIX 1

### EQUALITY OBJECTIVES AND ACTION PLAN 2024-2027

The academy has a responsibility to work to improve relations between students and staff within all protected characteristics and no characteristic.

It has developed these equality objectives in order to work towards these aims and responsibilities:

Outcomes	Measured by
There will be insignificant disparity in academic performance between disadvantaged pupils and their peers	Termly progress data Pupil Premium Reports Termly vulnerable children progress meetings

Activity	Lead Officers	Progress Milestones
Monitor on termly basis the performance of different groups, and analyse who and why has performed in what way, addressing any inadequacies	Inclusion Manager/SLT Class Teachers	Insignificant disparity in the attainment and progress of children from disadvantaged backgrounds and their peers.
Promote positive images of individuals from diverse socio-economic backgrounds and use positive role models from the community	SLT Class Teachers	Curriculum consists of opportunities to study and learn from positive role models from the community.
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	Inclusion Manager/SLT Class Teachers PE Coordinator	School sporting teams and external competitions will comprise of pupils from varied socio-economic backgrounds, including pupil premium.

Outcomes	Measured by
Pupils with SEND make at least expected progress from their starting points ensuring no significant disparity in the progress of children with SEND and their peers.	Termly progress data Pupil Premium Report

Pupils with SEND are fully involved in all aspects of school life	Attendance at extra-curricular clubs and events  Participation in class and assemblies
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Activity	Lead Officers	Progress Milestones
<p>To ensure with a disability are actively involved in all school activities e.g. clubs</p> <p>To ensure there is effective transition between classes and schools.</p>	SENCo/Inclusion Manager  PE Coordinator  SLT  SLT  Class Teachers	<p>Pupils with a disability are participating in extra-curricular activities.</p> <p>Pupils, parents and staff have opportunities to meet regularly to discuss all relevant issues, espec</p>

Outcomes	Measured by
To ensure there is insignificant disparity in academic performance between girls and boys.	Termly progress data
To ensure equal opportunities in extra-curricular activities and participation in wider school life regardless of gender assignment.	Club attendance

Activity	Lead Officers	Progress Milestones
To ensure opportunities within school have an appropriate balance between girl and boy participation in sporting events and after school clubs.	SLT  PE Coordinator (monitored and reported on in Sports Premium Reports)  Teachers	<p>Equal representation/opportunities for boys and girls</p> <p>Clubs are accessibly to boys and girls with improved rates of participation in clubs where there is a stereotypical association.</p>

Monitor on termly basis the performance of different groups (Gender) and analyse performance, addressing any inadequacies.	Inclusion Manager/SLT Class teachers	There is insignificant disparity in the attainment and progress of students based on gender assignment
Ensure curriculum has both boy/girl friendly opportunities as well as gender neutral.	SLT Class Teachers	There will be no stereotyping of genders eg boys being leaders, and pupils are encouraged to see the qualities they have as being diverse and complimentary.
Promote positive images of all gender assignments and use positive role models from the community.	SLT Class Teachers	A balance of male/female role models evident in staff
To ensure that selection and recruitment procedures adhere to guidelines.	SLT Class Teachers	Transgender is appropriately discussed and explored in Year 6 curriculum
To continue to promote a message that we are all equal and that we are all different.	SLT Class Teachers	Pupils recognise that families are made from a range of gender and sexual orientations (including marriage and civil partnership – age appropriate)
To promote respect for all through our ethos and curriculum.	SLT Class Teachers	
To be welcoming to parents and families irrespective of their sexual orientation.	Principal/ SLT Class Teachers (monitored by SLT)	
To address prejudice where it arises.	Citizenship & Ethics Subject Leader SLT	

<p>To ensure that Sex and Relationship Education &amp; Policy recognises diverse family structures.</p> <p>Ensure all staff respond appropriately to questions raised by children.</p>	Class Teachers	
	SLT	
	Class Teachers	

Outcomes	Measured by
There will be equal opportunities for all children across the curriculum, ensuring full participation in wider school life, regardless of Race or Heritage.	Pupil surveys Club attendance figures
There will be a culture of tolerance and inclusivity with no racial or religious discrimination in our school community.	Pupil Surveys Significant Observations Racial Incident reports

Activity	Lead Officers	Progress Milestones
To identify, respond appropriately and report racist incidents as outlined.	Principal SLT	Staff, parents and pupils are happy with the effectiveness of response given by Teaching Staff /SLT
To report figures to the Governing body on a regular basis.	School Staff (monitored by SLT)	Staff followed guidance consistently and effectively as outlined above.

<p>Governors are informed regularly of any recorded incidents regarding the equality groups.</p> <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 taught to a high standard throughout our Citizenship &amp; Ethics curriculum and Assembly schedule.</p>	Governors	<p>Visitors from diverse community groups to enhance the curriculum and broaden the children's understanding of the local and global community.</p>
	SLT	
	Class Teachers	<p>Theme weeks, such as Arts and Culture week, organised to ensure pupils are exposed to a range of cultures and religions in real life contexts.</p>
	SLT	
	Citizenship & Ethics Curriculum Leader	<p>A programme of assemblies is organised and special days and festivals celebrated.</p>
	Class Teachers	

## APPENDIX 2

### ACCESSIBILITY PLAN

SEPTEMBER 2024 – SEPTEMBER 2025

Activity/resources	Responsible	Timescale	Outcome
Collecting views of pupils through discussions and questionnaires	RQ	March 2025	Views on survey collated and analysed
Send out/collect in questionnaires to parents	RQ	October 2024	Views on survey collated and analysed

Collect view of parents with specific focus on information sent home. Developing new ways of informing parents/carers	RQ	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			
Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget.	LB/DR/FS&B Committee	Ongoing	
Include information and key documents on school website	ES	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	RQ	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 related 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.	RQ	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	LB/DR/HD/Governors	Ongoing	



	Audit of staff training needs	RQ/FG/LB/ES	Ongoing	
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