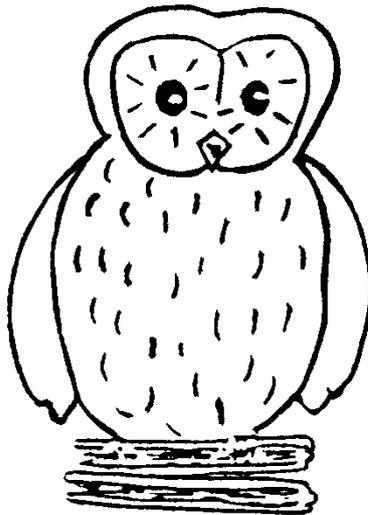


# Overstone Primary School



## Single Equality Policy and Accessibility Plan

Ratified by FGB: February 2022  
To be reviewed: February 2023

## Single Equality Policy

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently, we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

### Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine objectives.

Objective 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Objective 2: To recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Objective 3: To foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic harassment.

Objective 4: To observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Objective 5: To reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Objective 6: To consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all relevant people which would include:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men and both girls and boys.
- people of different sexual orientations.

Objective 7: Society as a whole will benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- people of all sexual orientations.

Objective 8: To base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we determine policy and practice.

Objective 9: Measurable objectives

The consultations we conduct (objective 6) and the evidence we collect and published (objective 8) inform future practice.

The objectives which we identify in our curriculum take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school curriculum and ethos.

### **The curriculum**

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the objectives set out in paragraph 4 above.

### **Ethos and organisation**

6. We ensure the objectives listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
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### **Addressing prejudice and prejudice-related bullying**

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
  - prejudices around disability and special educational needs
  - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum.
  - prejudices reflecting sexism, homophobia and prejudices against the LGBT community.
8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **Roles and responsibilities**

9. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
10. The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
11. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice-related incidents that may occur
  - plan and deliver a curriculum and lessons that reflect the principles in paragraph 4 above.
  
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

## **Information and resources**

12. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
13. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious observance**

14. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff development and training**

15. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Breaches of the policy**

16. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **Monitoring and review**

17. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
18. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language and gender.

## **Accessibility Policy and Plan for Overstone Primary School (2022– 2025)**

### **Introduction/Context**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This policy should be read in conjunction with the school's Equal Opportunities policy and, where appropriate, our School Improvement Plan, our Inclusion and SEN policy.

The accessibility plan (see appendix 1) will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years. This is the responsibility of the governing body. As part of this regular review, schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### **Our aims:**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Overstone Primary schools accessibility plan aims to:

- Improve the **physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase the extent to which disabled pupils can participate in the **curriculum**. This covers the teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision for specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improving and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. This could include: handouts, timetables, textbooks, information about the school and school events. The information should be available in various preferred formats within a reasonable time frame.

### **Definition of disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues, incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Hydrocephalus, Cystic Fibrosis, severe Asthma, Diabetes, Cancer,

Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia, HIV, Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders. This is not an exhaustive list.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness), they are still covered by the legislation for the rest of their life.

#### **Physical environment:**

The majority of the school building and playground is accessible for a child in a wheelchair. The Authority recognises that there is a continuing need for minor adaptations in schools to meet the needs of individual pupils. Schools will apply to the local authority for capital expenditure. Requests for capital expenditure will be made to West Northamptonshire Council.

#### **Education/Curriculum:**

The school will continue to seek and follow the advice of LA services, such as SEN advisers and appropriate health professionals from the local NHS trusts.

The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants as appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

#### **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

#### **Development and Publication**

The plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and, where possible, the wider community. The accessibility policy and its associated plan will be available on the school website and in hardcopy on request.

#### **Monitoring & Review**

The plan will be monitored through the school governing body and this will include the need to consider Equality & Diversity issues as required by the Equality Act 2010.

## Accessibility Plan

### **Overstone Primary School Accessibility Plan - 2022 to 2025: Improving the Curriculum Access/Physical Access or Delivery of Information**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe/ responsibility</b>	<b>Achievement</b>	<b>Governor Comments</b>
<b>Equality and inclusion</b>					
Accessibility Plan is regularly reviewed and updated as necessary.	Head teacher and staff to review plan annually in case of any change needed.	Adherence to legislation.	Annually	Governor allocated to monitor this.	
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Access to school and to the curriculum for pupils with medical needs.	Head Teacher, SENCO, Occupational health	All staff asthma, epi pen and epilepsy trained.	
<b>Physical environment</b>					
To provide disabled access to facilities.	Facility to move staff/pupils to upstairs or downstairs classrooms in new block dependant on needs.	Disabled toilets in KS1 and in new KS2 block. Disabled parking space in car park.		All doors into new block are accessible by wheelchair. There is also a ground floor disabled toilet. Classes move downstairs if there are disabled or injured staff or pupils who would be in the year groups normally housed upstairs.	
To ensure that the physical environment of the school is accessible to all.	The school will take account the needs of pupils, staff and visitors	The school will remain accessible to all.	Ongoing	Enabling needs to be met where possible.	

	with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.				
<b>Curriculum/education</b>					
To provide a tailored curriculum for those children with ASD and EHCPs.	Outreach provision from external agencies.	Understand how best to support these children in the classroom.	Ongoing SENCo/SEN Governor/ Class Teacher and TA	Children with ASD and EHCPs are successfully included in all aspects of school life.	
To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential visits etc. This will include access to inclusive sports events organised by Northamptonshire Sports.  To provide specialist equipment to promote participation in	Review of out of school provision to ensure compliance with legislation. Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc. Lease of mini bus with	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. Children will develop independent learning skills.	Reviewed termly by SENCo.	Evidence of participation in curricular and extracurricular events by all pupils, including those with special needs and disabilities.	

learning by all pupils.	disabled access.				
To finely review the progress and attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Progress made towards IEP targets. Provision mapping shows clear steps for interventions and progress made.	SENCO/class teachers/ head teacher. Ongoing.	Ongoing via IEPs and Provision Maps.	
<b>Written/other information</b>					
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Information is to be sent in written form as well as electronically for those people who prefer this method.	Written information will be provided in alternative formats as necessary.	As needed	School supported parents who had issues accessing ParentPay which is the new platform for school emails. New PSHE Policy sent out to parents as part of consultation process.	
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Arrange interpreters from the RNID to communicate with deaf parents</li> <li>• offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access</li> </ul>	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education	Whole school team to be constantly reviewed		

	requirements of disabled parents				
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JM Jan 2022