

**SEBERT WOOD PRIMARY SCHOOL
SINGLE EQUALITY AND DIVERSITY - SINGLE EQUALITY SCHEME
(INCL. ACCESSIBILITY PLAN)**



Reviewed: Spring 2019 – policy and action plan

To be reviewed: Spring 2022

Approval by: SEND Committee

Signature of Chair of Governors

Introduction

The Single Equality Scheme brings together the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community. Our scheme includes pupils, staff, governors, parents, carers and all those within our extended School community. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and in providing a quality learning experience for our children.

The “Public Sector Equality Duty” means that schools must adopt a proactive approach to equality. In practice, this requires all schools to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact;
- Make changes to ensure that any areas of potential inequality are eliminated.

Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002, the Duty to Promote Disability Equality in 2006 and The Gender Equality Duty in 2007. As of 1st April 2011, the Equality Act 2010 has required schools to meet a single Public Sector Equality Duty which encompasses ‘General’ and ‘Specific’ duties in promoting equality across the full range of protected characteristics, namely:

- Disability
- Gender Reassignment
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Pregnancy & Maternity

Our Single Equality Scheme and action plan covers a three year period from 2016 to 2019 and integrates our statutory duties in relation to race, disability and gender. It also addresses the legislation relating to religion or belief, sexual orientation and age discrimination. Our Single Equality Scheme enables us to achieve a framework for action which covers all six strands and ensures that we meet our responsibilities for the public sector duties in an inclusive way. We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme. This will be reviewed by the Governors SEND Committee.

Policy Statement

- The School acknowledges, and welcomes, diversity among pupils, staff and visitors
- We do not discriminate against anyone, be they child or adult, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins, sexual orientation or physical or mental abilities
- We promote the principles of fairness and justice for all through the education that we provide in our School
- We ensure that all children have equal access to the full range of educational opportunities provided by the School

- The School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- We will make reasonable adjustments, where required, in order to improve access to the School buildings, increase access to the curriculum and to improve delivery of information.

Meeting Our Duties

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Foster good relations between persons who share a protected characteristic and persons who do not share it

Race Equality

The general duty to promote race equality means that we must have due regard to:

- Eliminating racial discrimination
- Promoting equality of opportunity
- Promoting good relations between people of different racial groups

All racist incidents will be recorded by the Headteacher and submitted annually to the LA.

Disability Equality

The general duty to promote disability equality means that we must have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled people's needs, even where that involves treating disabled people more favourably than other people

Accessibility

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

- Make improvements to the physical environment of the school to increase access
- Increase access to the curriculum
- 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. The accessibility plan forms part of this document.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

- Eliminating unlawful discrimination and harassment and promoting equality of opportunity between men and women, boys and girls.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Suffolk County Council (the employing body of Sebert Wood Primary School) considers that this has been addressed through unified

conditions and pay for school teachers.

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.

The Wider Community

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that there are different types of schools in different communities and will promote the interaction of children with those in other schools.

We understand that we already have a duty to eliminate racial discrimination and to promote equality of opportunity and good relations between people of different groups.

Age, Sexual Orientation, Religion, Belief, Pregnancy & Maternity

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.

Our School Vision & Values

Meeting the duties described above will mean that all our actions will embody our School's values and ethos in which:

- Everybody is made welcome and we develop positive attitudes and relationships throughout the school community alongside parents, governors, and the wider community
- We foster consideration, care and respect for each other, leading to healthy and positive relationships in life
- We aim to have a broad, balanced curriculum with exciting, engaging and memorable learning opportunities that interest and enthuse all our children, enabling them to reach their full potential
- We take really good care of every child and meet their individual needs, understanding and recognising that every child is unique and different
- We develop every child's confidence and create an environment in which they feel included, valued, motivated, safe and secure
- We listen carefully to the views of children and parents and attach great importance to consideration for others, celebrating each other's successes and achievements
- We help pupils maximise their potential as citizens of the future and prepare them for life in modern Britain and to look beyond the school, and to be aware of our place in and our contribution to a changing world
- We celebrate all effort and achievement and value all pupils equally
- We develop religious and moral understanding and an awareness and tolerance of the religious beliefs of others

Collecting & Analysing Equality Information for Pupils

Sebert Wood Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect the following information for our pupils and store the information on the school databases, tracking systems and our School Information Management System (SIMS). Data is analysed and actions may be taken in light of equality related issues that need to be addressed.

- Attainment and progress levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of a racist, homophobic or offensive nature
- Attendance at extra-curricular activities
- Participation in School Council

Collecting & Analysing Equality Information for Employment & Governance

Sebert Wood Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment. It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our school and local population. We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisal and performance management

We are mindful of the laws relating to confidentiality when devising this scheme. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis shared with governors through the appropriate committee if necessary.

Consultation

Pupils, staff, governors and parents /carers were consulted through the SEND committee/working group when creating the Single Equality Scheme, either directly or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan.

Examples include:

- Discussions at School Council
- Individual pupil questionnaires
- Contact with parent/carers (meetings, questionnaires)
- All staff through dedicated staff meeting time
- Discussions at full governing body meetings and committees
- Discussions at partnership school meetings
- Contact with local community groups, organisations and charities Independent advisors/ consultants
- Involvement within local community activities
- With LA representatives/advisory staff

Equality Impact Assessments

Equality impact assessment is a systematic method of rigorously checking policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation. We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and ensure equality for all.

Other School Policies

We have used our existing School policies to inform our Single Equality Scheme. These include:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Inclusion Policy
- School Development Plan
- Special Educational Needs and Disability (SEND) Policy
- Learning and Teaching Policy

Roles & Responsibilities

The School Equality Scheme will be aligned with the School Development Plan. Its implementation will be monitored within the School's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

- The Governors will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan
- The Head Teacher will ensure that staff are aware of their responsibilities and that they are given necessary training and support
- The Head Teacher has responsibility for co-ordinating the implementation of the Scheme and will report progress to the Governors
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure that all visitors to the School, including parents/carers are adhering to our commitment to equality

Commissioning & Procurement

The School, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising Our Scheme

The Single Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff induction

We will continue to involve people from all aspects of our School community in the on-going evolution of our Single Equality Scheme and Action Plan. This includes:

- A slot at School Council meetings to discuss equality and diversity issues where appropriate
- A regular slot at staff meetings
- Having staff able to discuss equality and diversity matters during parent consultation meetings
- Having opportunities for parents and the wider community to attend events /activities in school

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- An update of the progress made against priorities
- Celebrating what we have achieved
- Producing an Annual Report with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan

The Governors will be responsible for monitoring the effectiveness of this Scheme. The Governors will review this scheme annually and revise it every three years or as appropriate in line with legislation.

EQUALITY PLAN 2019 - 2022

| Action planned to meet statutory duty/legislation | | | | | | Planned Outcome | Planned Actions | Timescale | To be Actioned | Monitored By | |
|---|---|---|----|---|-----|---|---|--------------------------------|-----------------------------------|-----------------------------|--|
| R | D | G | SO | A | R/B | | | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | All staff aware of Single Equality Scheme and responsibilities | Regular agenda item at staff and team meetings | Termly | All Staff | Headteacher | |
| ✓ | ✓ | ✓ | | ✓ | ✓ | Establish profile of job applicants to identify if any positive action is required to attract under-represented groups | Monitor job applicants for all posts Collate equality information from applications | April 2020 | Head Teacher / Governors | Personnel Committee | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | All policies reviewed and updated, and procedures audited, in light of Equalities | Review all policies for equality issues & impact | As each policy written/updated | Head Teacher / Governors | Full Governing Body | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Seek to broaden & strengthen our commitment to quality communications with all stakeholders | Communications available to all stakeholders in a range of formats Identify appropriate support & resources, e.g. large print, Braille, community languages | Ongoing | Office Staff | SBM | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Interested stakeholders receive requisite training in a range of equality/diversity issues | CPD / INSET delivered to staff, governors & parents as required | Ongoing | Head Teacher | SEND Committee | |
| ✓ | | | | | | Pupils gain a greater awareness of racial diversity through curriculum & extended learning opportunities | Review curriculum content across the school Assemblies, lessons & resources provide opportunities for children to learn about racial & cultural diversity other than their own | Ongoing | Subject Leaders | Curriculum Committee | |
| | ✓ | | | | | Develop & strengthen the positive understanding of disability across the school to ensure that negative stereotyping is avoided/ eliminated where necessary | Lesson & curriculum audits identify positive examples of disability CPD provided to all staff as necessary | Ongoing | SENDCO | SEND Committee | |
| | | ✓ | | | | To identify trends in attainment and progress across the school and narrow any gaps in attainment between genders | Regular analysis of internal progress and end of year attainment data to identify trends. Secure action planning to address & narrow any gaps | Annually | Class Teachers Subject Leaders | SLT Curriculum Committee | |
| R – Race | | | | | | | A – Age | | | | |
| D – Disability | | | | | | | R/B – Religion or Belief | | | | |
| G – Gender | | | | | | | SO – Sexual Orientation | | | | |

ACCESSIBILITY PLAN

Aim 1. To increase the extent to which pupils with a disability can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|--|-----------|---|---|
| To liaise with Nursery providers to review potential intake and establish close liaison with parents | Collaboration and sharing between school and families. Identify pupils who may need support | Annual | HT EYFS Leader | Procedures/equipment / ideas set in place. Clear collaborative working approach |
| To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, | To ensure collaboration between all key personnel | Ongoing | HT TAs Outside agencies | Clear collaborative working approach |
| To ensure full access to the curriculum for all children. | Seek advice from specialist advisory teachers CPD for staff and a differentiated curriculum with alternatives offered. The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas – use of interactive ICT equipment sourced from occupational therapy | Ongoing | Teachers SENDCO Special school Ed Psych | Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum |
| To closely review and track attainment and progress of all SEN pupils. | SENDCO/Class teacher meetings/Pupil progress meetings Scrutiny of assessment system Regular liaison with parents | Termly | Class teachers SENDCO | Progress made towards EHC targets Provision mapping shows clear steps and progress made |
| To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Elklan training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | April 20 | Whole school approach | Variety of learning styles and multi- sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. |

| Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. | | | | |
|---|--|--|--|--|
| Improve physical environment of school | The school will take account the needs of pupils, staff and visitors 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. | Ongoing | HT/SBM | Enabling needs to be met where possible. |
| Ensuring all with a disability are able to be involved. | Create access plans for individual disabled children as part of EHC process. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. | With immediate effect, to be constantly reviewed | SENDCO Teaching and non-teaching staff | Needs met where possible. |
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | Meet with parents, liaise with external agencies, identify training needs and establish individual protocols health plans where needed. | With immediate effect to be constantly reviewed | Lead medical SDB Occupational health | Plans up top date |
| Ensuring disabled parents have every opportunity to be involved | Utilise disabled parking spaces in driveway to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents | With immediate effect to be constantly reviewed | Whole school team With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |

| Aim 3: To improve the delivery of information to disabled pupils and parents. | | | | |
|--|---|--|---|--|
| Parents with Hearing impairment | Regular communication with parents Interpreter provided for parents' eve/annual reviews | Ongoing | Class teacher SLT | Two way communication in place. |
| To ensure all children with ASD have access to the curriculum | Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. | Ongoing | All staff to be aware | ASD children able to access curriculum. |
| To enable improved access to written information for pupils, parents and visitors. | Audit school library to ensure the availability of large font and easy read texts. Audit signage around the school to ensure that is accessible | Implement as and when required | All staff to be aware | Visitors, staff and pupils with visual impairment can access all aspects |
| To review children's records ensuring school's awareness of any disabilities In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected) | Information collected about new children. Records passed up to each class teacher. End of year class teacher meetings Annual reviews EHC meeting Medical forms updated annually for all children Personal health plans Significant health problems – info kept in separate file in staffroom – relevant staff can access | Annually Continual review and improvement | Class teachers Office staff Outside agencies SLT | Each teacher/staff member aware of disabilities of children in their classes Effective communication of information about disabilities throughout school. |