



Accessibility/Equality Duty Policy/Action Plan

Date of policy:	April 2012
Date last review adopted by governing body:	6th February 2025
Frequency of review:	Annual

1. Policy statement

Our policy is written to ensure we have regard for the 3 elements of the general public sector equality duty:

- To eliminate discrimination, harassment and victimisation
- To advance equality of opportunity
- To foster good relations including between people who share a protected characteristic and those that do not

a) In accordance with Writtle Infant School's equality statement/ aims we expect our school community:

- to respect the equal human rights of all our pupils;
- to normalise tolerance and acceptance of difference by incorporating the language of equality in everyday school life
- to educate them about equality and to ensure all pupils have equality of opportunity and access to school activities;
- to respect the equal rights of our staff and other members of the school community;
- to eliminate discrimination, harassment and victimisation against any individual working in our school.
- To ensure all our policies have regard to members of our school community with protected characteristics

b) We assess our current school practices ("Equality Impact Assessment") at least yearly and implement all necessary resulting actions in relation to:

- ethnicity;
- religion or belief;
- socio-economic background;
- gender and gender identity;
- disability;
- sexual orientation;
- age.

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity;
- religion or belief;
- socio-economic background.

2. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

3. Statutory requirements

The equality objectives in Section 9 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for recording incidents involving pupils in schools. All schools are required by law to publish equality objectives.

The access plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010 Schedule 10.

Our scheme also covers the statutory requirements outlined in the Early Years Foundation Stage Statutory Framework.

4. Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation which includes protection of children at risk of bullying in terms of their beliefs. These procedures will follow existing safeguarding policies.

Our school has a specific action plan for Prevent.

5. Cyber-Bullying

This policy should be read in conjunction with our Internet Use/ E-Safety policy. Any incidents of cyber-bullying will be treated in the same way as other incidents of bullying. E-mails or messages that are of a bullying nature should not be deleted.

6. Teaching and learning provision

All staff ensure their classrooms offer an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.

We aim to provide all our pupils with the opportunity to succeed, and to reach their highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils by identify groups who are underperforming
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice in line with British Values and our School Values;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education including making adjustment to information to reflect different languages;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of the needs of our pupils;
- Reach out to parents who do not normally interact with the school;
- Ensure we develop individual talents, for example by providing places at clubs and providing opportunities to perform

7. Responsibilities

Our named governor Esther Burton takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;

- making sure the equality and access plans are readily available and that the governors, staff, pupils, and their parents/carers know about them;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents in accordance with the procedures required by the local authority. These will be recorded on CPOMS our online recording system.

Visitors and contractors are responsible for following relevant school policy.

8. Pupils with medical needs

If a pupil has a medical need then a detailed care plan should be obtained where appropriate from the Health service and shared with the school via the school nurse. The school will then produce their own plan taking into account all advice. All staff are made aware of significant health needs of any pupil and visual reminders are sensitively used throughout the school. Staff receive additional medical training if necessary, which may include training to respond to severe allergies. DFE Guidance 'Supporting pupils at school with medical needs' was published in August 2017. This document offers guidance for schools to follow. If required the LA occupational therapist will come in to undertake an assessment of the building.

First Aid training is administered to all staff every three years. Two members of staff have an extended First Aid Paediatric certificate. Please see our First Aid policy for further details.

Our named Governor is Joan Gentle.

9. Arrangements for the admission of disabled persons as pupils

Our building is all on one level/single storey and is accessible to all. We have our own playground and share a field with the Junior school. We have disabled access and have disabled facilities, including a shower. Support can be arranged so our extra-curricular activities are inclusive.

The arrangements for disabled persons as pupils would be initiated with a meeting to ensure that we have the facilities to support a child's individual needs.

10. Staff development

The skills of all staff are recognised and valued. We will ensure that staff training continually highlights equality issues and will address any needs highlighted. Professional development activities are available to all staff members, appropriate to their roles, to support their practice in relation to this policy.

11. Publication

This Accessibility/ Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on the school's website or by request from the school office.

12. Review

The scheme will be reviewed at least annually.

- From data which is analysed by race, gender, socio-economic background and disability
- Analysis of any school community incidents related to inequality
- Parent surveys
- Pupil perception discussions
- Staff input into policy
- SEND reviews
- Our knowledge of individual children and their needs and talents

The evidence is then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and foster good relations between different groups in terms of
- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation and
- age.

13. Equality Objectives/Accessibility action plan 2022-2023

Equality objectives (focused on outcomes rather than processes)	Review January 2024
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<p>To continue to make contact with different ethnic/religious groups within and outside the school community in order to: enrich the curriculum, be representative of all school groups and broaden the pupils' awareness of cultural diversity in a positive and meaningful way.</p>	<p>The school continues to reach out to different ethnic and religious groups both within and outside the school community. An example being; a Chanukah workshop. We have also developed further links with our Church in the village.</p> <p>Our R.E. curriculum broadens the pupils' awareness of different religions and cultural diversity.</p> <p>Next step objective 2024-2025: To further develop links with ethnic and religious groups in order to broaden pupils' awareness of diversity.</p>
<p>To continue to monitor and analyse pupil achievement by race, gender, disability and socio economic factors and act on any trends or patterns in data to ensure inequalities are challenged and addressed, in particular the achievement of our disadvantaged/traveller community pupils</p>	<p>Our school profile shows no significant changes. Teachers regularly check on pupils' understanding in all subjects. Pupils falling behind can be quickly identified and supported with targeted provision. Our Inspection report conducted on the 24 and 25 May 2023 stated that "... children catch up quickly. Leaders have high ambitions for pupils with special educational needs and/or disabilities (SEND). They expect them to achieve just as well as their peers. Staff are well trained to identify pupils' needs quickly and accurately. Leaders ensure that, for the most part, appropriate support is in place, and they liaise effectively with external agencies as needed".</p> <p>Attendance continues to impact on certain pupil groups' progress.</p> <p>Next step objective 2024-2025: To monitor the attendance/achievement of pupils in our disadvantaged groups; identifying strategies to support their progress.</p>
<p>To continue to engage hard to reach parents, for example by personal engagement from the school staff, and in particular ensuring that we provide the necessary information in an appropriate format for our EAL families or parents with a disability, for example in Braille or large print</p>	<p>The school has developed a range of strategies to improve engagement with hard to reach families. Although this has had some impact this needs to be embedded further. All information is available in a format that is accessible to our community.</p> <p>Next step objective 2024-2025: To embed further the range of strategies being used to engage with our hard to reach families,</p>

	ensuring that they have a positive impact on attendance and achievement for all.
To ensure that all training is up to date, for safeguarding, and medical needs. This ensures there are no barriers to individual children making progress	Safeguarding training is up to date for all staff. Training for specific medical needs is kept updated such as; anaphylaxis and epilepsy training. Next step objective 2024-2025: To maintain all training so that it is up to date and relevant to our school community.

14. Accessibility Plan: 2022-2025

	Actions (focused on outcomes rather than processes)
Improvements in access to the curriculum	<ul style="list-style-type: none"> To continue to differentiate provision for those pupils with specific requirements (which includes the development of staff expertise/ links with specialist agencies) to ensure they have equality of access to all opportunities within the school and fulfil their academic, personal and social potential. This will depend on the individual needs of the children as they are admitted into our school. This will also involve time with parents who have difficulties with reading and writing, for example in applying for specialist help. In addition we use data analysis to identify groups of children that need a more individualised curriculum. Following periods of school lockdowns there are higher number of children that need emotional and social support and we are adapting our curriculum accordingly both as a whole school and for individual classes.
Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> To make 'reasonable adjustments' as and when new needs arise/ funding is available. Needs could be for children, parents/carers or staff. To take account of disability needs, making necessary adjustments where appropriate, when improving the school premises due to routine maintenance/ planned improvements. To continue to adapt interventions aimed at identified disability needs. To purchase equipment such as sitting supports, toilet needs and writing slopes as needed and where practical Ensuring that all communications are available in a families first language

Improvements for parents to ensure that attendance for the children reach full potential	This will depend on the individual needs of the child but may include arranging transport with Essex County Council, arranging funding for support with mobility issues, easing parking issues for particular families and arranging meetings at different times where reasonable.
Ensure that parents are able to attend school events and opportunities to share the children's learning	<p>Actions include:</p> <ul style="list-style-type: none"> ● providing a crèche when possible ● allowing younger siblings to come to events ● phone calls to parents who have not replied ● face to face encouragement and regular reminders for all parents including hard to reach parents ● Ensuring that financial hardship is not a barrier to attending

15. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.