

Hollycombe Primary School
Statutory Policy
Owned by the School

**Public Sector Equality Duty
and Accessibility Plan**

Reviewed in January at the first FGB meeting, takes effect the next day

Reviewed January 2023



Public Sector Equality Duty

(Includes our Accessibility Plan)

Hollycombe Primary School complies with the 2010 Equality Act

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

We recognise these 'Protected Characteristics'

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity (although this is unlikely to be relevant to primary-age pupils)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of these. We also recognise that it is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is *associated*. It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken: *perception*.

A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

There are four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation. Hollycombe Primary School pro-actively teaches our children about these in order that they may develop attitudes and behaviours that are respectful to everyone, in line with our behaviour code.

Our Objectives:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognize and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

Good Practice which we will follow:

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs and/or disabilities.

Disability

There are special provisions for disability: we welcome children and adults with disabilities to be full participants in our school. The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. Provision for disabled pupils is closely connected with the regime for children with special educational needs. We will make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent that a person without that disability can.

Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties.

However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments. Often, though, effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and are therefore very likely to be reasonable for a school to have to make.

Hollycombe will always try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. We will seek help from our LA and the pupil's LA to ensure all relevant specialist help is accessed.

Schools' duties around accessibility for disabled pupils

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. Our accessibility plan is at the end of this document.

Curriculum

The content of the school curriculum is explicitly that it is excluded from the 2010 Act. However the way in which a school provides education – the delivery of the curriculum – is explicitly **included**. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

Our Strategies

Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

Parents and governors will be involved and consulted about the provision being offered by the school.

Teachers will ensure that the teaching and learning takes account of this policy.

The diversity within our school and the wider community will be viewed positively by all. Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

The positive achievements of all pupils will be celebrated and recognised.

Our Desired Outcomes

This policy will play an important part in the educational development of individual pupils.

It will ensure that all pupils are treated equally and as favourably as others.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

OUR EQUALITY OBJECTIVES: June 2020 (next review 2024)

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objectives 2020-2024

- Identify opportunities in our reviewed curriculum to look at other cultures/countries and study making sure to include the perspectives of indigenous peoples. Following the Black Lives Matter protests in 2020 we will be looking carefully at our representation of all communities in our curriculum.
- Ensure children study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity
- Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like the World Cup, Olympics, VE Day centenary as an opportunity to explore other cultures.

HOLLYCOMBE PRIMARY SCHOOL

ACCESSIBILITY PLAN

Rationale

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Objectives

To reduce and, where possible, eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff and visitors with a disability.

Principles

- Compliance with the Equality Act 2010 is consistent with the school’s approach to equal opportunities and the operation of the school’s SEND policies:
- The school recognises its duty under the Equality Act 2010:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
 - The Hollycombe Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
 - In performing their duties, governors and staff will have regard to the Equality Act 2010.
 - The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parent’s and child’s right to confidentiality.
 - The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin 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.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives above.

▪ Education and Related Activities

The school will continue to see and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts to increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

▪ Physical Environment

In collaboration with the West Sussex SEN Team, the school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings. We will improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

▪ Provision of Information

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information will be made available in various preferred formats within a reasonable timeframe. 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

Current Accessibility Support

- Learning Difficulties
 - Classroom support
 - Anxiety Scales
 - LSA support including specialist Dyslexia support
 - Accelerate, Acceleratewrite
 - 1st Class @Number
 - 1st Class @Number2
 - Termly discussions with EP

Behavioural/Emotional

- Pastoral support
- Peer mediators
- Referral to appropriate agency eg Educational Psychologist, Learning and Behaviour Team, Speech and Language
- Anxiety Scales
- Attachment Time
- Termly discussions with IPEH for early intervention

Physical

- Liaison with school nurse
- Speech and Language therapist
- Physiotherapy
- Liaison with specialist teacher advisor for physical difficulties to meet individual needs, e.g. Occupational Therapy

Linked Policies

School Strategic Plan

SEND Offer, SEND Information Report

Teaching and Learning Policy

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an of action plan showing how the school will address the priorities identified in the plan.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body, Head Teacher, SENCO, Bursar, Premises Officer, and advice from WSCC and Surrey CC specialist advisors.

Reviewed Jan 23
Next Review Jan 24

Internal Policy for Annual Headteacher Review
Objectives Reviewed every 4 years: next review 2024

Accessibility Plan Action Plan – to review and improve the accessibility of the school for disabled visitors and pupils

Priority/timescale	Action	Responsibility	Cost	monitoring
Currently in hand	<p>Accessibility included in fire safety plan;</p> <p>Accessible toilet available in the centre of the school; needs review following visit from WSCC advisor regarding new child with EHCP for PD.</p> <p>All classrooms are on the ground floor.</p> <p>Wheel chair access is provided from the playground/parking area. Needs review: fire exit from hall to field and door threshold?</p> <p>Make designated parking available</p> <p>Contrasting external step edges outside</p> <p>Individual evacuation plan would be immediately put in place for any pupil with severe mobility difficulties. Will be done prior to pupil starting school</p> <p>Ensure that contrasting colours are used in key areas when redecorating the school.</p> <p>Corridors free from obstructions - de-clutter and move furniture.</p>	HT and Admin responsible for monitoring and reviewing regularly.	<p>None</p> <p>All costs under review and subject to negotiation with Surrey and WSCC.</p>	HT and governors
Short term – within a year	<p>Review fire evacuation plans in relation to any children with mobility difficulties or impaired hearing or sight;</p> <p>Consider fire alarm system for H.I people;</p>	HT/Site manager/admin staff/website administrator	Obtain quotes for others	HT and governors

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	<p>Ask parents whether they require alternative formats for newsletter, including English as an Additional Language, use questionnaires and EMTAS staff (Ethnic Minority and Traveller Advisory Service).</p> <p>Consider self audit whenever new children or staff arrive, especially concerning the upstairs rooms.</p> <p>Provide soundfield for HI pupil – had limited success and was returned.</p>			
Medium term 1-3 years	<p>Consider levelled access at main entrance and all doors; consider alongside possible changes to main entrance, which would improve disabled access. See above</p> <p>Consider purchasing portable induction loop for use in classes and hall;</p>	HT	Obtain quotes	HT and governors
Ongoing	Differentiation in Teaching	All teachers and support staff in class	Resources when identified that support the differentiation of pupils who need additional differentiation.	SENDCo
Ongoing	Interventions for example Accelerad, Accelewrite and 1 st Class @Number.	SENDCo to audit current interventions and their success/impact on progress. Resources / Interventions and	Resources to support interventions	SEN Governor

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		associated to be sourced following audit		
Ongoing	Classrooms are organised to promote the participation and independence of all pupils	SENDCo to carry out an audit of resources and Quality First Teaching to ensure that lessons are planned to meet the needs of all pupils in the class.	Resources as above	SEN Governor
Ongoing/Annually and for all new staff.	Staff training in the production, implementation and review of ILPs and monitoring systems. Staff training in dyslexia, speech and language and gifted and talented.	Variety of providers	Resources as above	SEN Governor
Ongoing	Availability of written material in alternative formats when specifically requested. The school will make itself aware of the services available for converting written information into alternative formats	Headteacher	Resources for alternative formats as required	Governors
Ongoing as new families join the school	Review documentation on website to check accessibility for parents with English as an Additional Language.	Headteacher		Governors