



# Equalities & Accessibility Statement (& supporting material)



## Stanton Harcourt CE Primary School

This policy was agreed by Trustees on:

Date: .....January 2022.....

To be reviewed: .....January 2025.....

Chair of Trustees: .....

CEO: .....

Equalities Statement (including supporting material)  
Accessibility Statement (including supporting material)

Pages 1-7  
Pages 8-13

### Legislative Responsibilities and Duties

This Policy contains information about how the Trust ensures it meets its Specific Equalities Duties.

The **Public Sector Equality Duty** requires our Trust and Academies to publish information about Equality objectives.

### General Duties

The Equality Act 2010 contains a general duty known as the public sector equality duty. Since 5 April 2011, public sector organisations (including maintained schools and Academies) must comply with a key aspect of the Equality Act 2010, which requires schools to have due regard to the need to:

- eliminate discrimination
  - advance equality of opportunity
  - foster good relations.
- (sometimes known as the general duties)*

Having due regard involves thinking consciously about how the Trust’s existing and proposed policies and decisions impact on equality.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic:

- Age
- Gender reassignment
- Disability
- Race
- Religion or belief
- Gender
- Sexual orientation
- Pregnancy or maternity

### **The Trust's specific Duties**

The Equality Act 2010 (Specific Duties) Regulations 2011 requires schools to comply with two specific duties, which are intended to help them comply with the Public Sector Equality Duty. These are:

- to publish information to show how they are complying with the Public Sector Equality Duty.
- to prepare and publish equality objectives
- to prepare and publish an accessibility plan.

Schools need to update their published information at least annually and to review and publish objectives at least once every four years.

### **Roles and Responsibilities**

**The Local Governing Body and Executive Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy, related procedures and strategies are implemented. The Executive Headteacher will also ensure that all staff are aware of their responsibilities under the policy.**

Further information is also available on the Equality and Human Rights Commission website.



# Equalities Plan (Including objectives)



## Stanton Harcourt CE Community Primary School

This policy was agreed by Governors on:

Date: .....

To be reviewed: .....

Chair of Trustees: .....

CEO: .....

### Introduction

At Stanton Harcourt CE Primary School, we are committed to ensuring the equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith, religion, or social economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and can participate fully in school life.

We make equalities integral to everything we do, ensuring it is seen as part of everyone's business and a way of helping us deliver excellent outcomes for individuals and communities.

The school recognises it must make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women and those of non-gender specification.
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

### School Context

Stanton Harcourt CE Primary School is a small village primary school serving the village of Stanton Harcourt and surrounding villages. We are proud to be part of an active community, where we work together for the common good, both in the locality and the wider world. We have close links with our church and a charity called Christian Development Uganda.

We currently have 117 children on our role, including our nursery children, are receiving 30 Pupil Premium, 25 are Free School Meals, 11 are Special Educational Needs, 0 Looked after Child, and 9 from the travelling community.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- *Low income leading to difficulty in participating in some aspects of school life and no adequate home study space*
- *Emotional, mental and physical well-being leading to poor attendance or exclusions.*
- *Low parental support or different parental expectations*
- *Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions*
- *Language difficulties*
- *Special Educational Needs*

### **School's Commitment to Equalities**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. 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. The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Following an audit of equalities in our school, the governing body has agreed the following Equality Objectives: (please see attached to the back of this policy)

### **Establishing, maintaining, and developing a school culture and ethos**

At Stanton Harcourt CE Primary School, we aim to serve our community by working in partnership to provide an education of the highest quality. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

We aim to achieve this by:

- Celebrate diversity/equality
- Celebrate achievement
- Promote positive attitudes towards disabled people
- Promote positive attitudes towards people of different ethnic groups/religions etc
- Involve pupils, parents, and staff
- Promote high expectations
- Demonstrate sensitivity to pupils with disabilities
- Communicate behaviour expectations
- Ensure that it welcomes applications for school places and jobs from all sections

### **Preventing and dealing effectively with bullying and harassment**

Bullying and harassment on account of race, gender and disability or sexual orientation are unacceptable and are not tolerated within the school environment. All staff are expected to deal with any discriminatory

incidents as they 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. At Stanton Harcourt School we:

- Recognising that the groups covered in this policy are more vulnerable to bullying and harassment
- Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment
- Ensure that incidents are reported and addressed swiftly and effectively
- Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc

### **Listening to pupils, staff, parents, and others**

At Stanton Harcourt CE Primary School, we place an emphasis on ensuring all stakeholders have a voice and achieve this by.

- Encouraging children to express their views during PHSE lessons, Circle Time, School Council meeting, Pupil Panel meetings and through regular surveys including an annual pupil questionnaire
- Actively seeking staff views and listen to staff concerns, for example through team and staff meetings. A wellbeing survey is carried out on an annual basis; the results of which are analysed externally, and action plans constructed and embedded into development plans
- Seeking the views of parent's thorough parent/teacher consultations, fortnightly newsletters, invitation to attend working parties and regular surveys including annual parent questionnaires
- Encouraging, enabling, and hears the full range of views including those with disabilities and seeking advice from external sources to support where necessary

### **Equalising opportunities**

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:

- Ensures school uniform is affordable
- Avoids putting parents under unnecessary financial pressure, by using the Friends of Stanton Harcourt (FOSH) for certain activities, for example contributions towards costs of trips and visits
- Promotes the take-up of extra-curricular opportunities
- Ensures that its charging policy is appropriate

### **Informing and involving parents and carers**

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:

- Explains how the school operates through fortnightly newsletters, information evenings for parents, parent workshops and its website
- Offers a range of ways of communicating that meet parents' circumstances and needs through telephone contact, email and ParentMail
- Encourages parents to let the school know if they have a particular disability or other need
- Encourages parents to discuss their concerns
- Ensures that parents understand how well their child is progressing by encouraging parents to attend parents' evenings, telephoning non-attenders and making alternative arrangements
- Explain how parents can help their child at home by offering class-based workshops in key areas such as English and Maths; information evenings to explain the teaching of Phonics, KS1 and KS2 SAT's and the school's approach to Sex Education
- Explains how parents and others can help in school for example by becoming a volunteer, hearing children read and joining the FOSH
- Encourages parents to join the FOSH and/or governing body

### **Welcoming new pupils and helping them to settle in effectively**

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school strives to:

- Ensure a happy start to the school at normal times
- Ensure effective school transfer and induction mid-year
- Ensure that extra help is given to pupils who find change of school challenging
- Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school

### **Addressing the full range of learning needs**

Recognising that some of the groups covered in this policy are more likely to under-achieve, the school strives to:

- Ensure curriculum is relevant
- Ensure appropriate teaching styles and classroom organisation
- Planning is based on earlier learning
- Marking policy promotes learning of all
- Track pupil progress & identify under- performing
- Promote and maintain higher attendance through strategies & monitoring

### **Supporting learners with particular needs**

Recognising that some of the groups covered in this policy are more likely to have needs, the school will:

- Provide distance learning packs for children out of school
- Prepare Personal Education Plans to focus on learning priorities
- Provide Basic Skills support
- Ensure language support is available as required
- Support students through tutoring/mentoring schemes
- Provide homework support
- Provide appropriate training to enable staff to meet particular learning needs- planned well in advance of a child's admission.
- Gaps identified in training needs analysis are reflected in staff development plan

### **Making the school accessible to all**

The school will:

- Meet the needs of pupils, staff, and others with physical disabilities by providing adaptations to the building where possible
- Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities by putting appropriate risk assessments in place
- Increasing the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improving the availability of accessible information to disabled pupils including transport and supervision for children with disabilities

### **Ensuring fair and equal treatment for pupils**

Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils. The school will:

- Ensure fair admissions procedure

- Assess the implications uniform requirements have on pupils and modify them where appropriate
- Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)
- Ensure that the implementation of uniform and other policies is sufficiently flexible to accommodate any specific individual special needs
- Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others
- Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively

### **Ensuring fair and equal treatment for staff and others**

Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school will:

- Ensure non-discriminatory recruitment and employment practices
- Promote dignity at work
- Encourage the development of all staff

### **Encourage participation of under-represented groups**

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, the school will:

- Recruit governors' representative of the pupil population and/or community
- Encourage the widest participation in FOSH activities
- Support individuals and community groups to express their case on matters affecting themselves and their community

### **Monitoring and evaluating the policy**

Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, the school will:

- Train all staff & governors
- Consult pupils, parents and staff on how the policy is working and how it could be improved
- Monitor and review practice
- Carry out impact assessments to evaluate practice
- Report to governors
- Report to parents and pupils



# Accessibility Statement (& supporting material)

This statement was agreed by Trustees on:

Date: .....Jan 22.....

To be reviewed: .....

Chair of Trustees: .....

CEO: .....

Schools are required to have Accessibility Plans showing how they are planning strategically to increase access over time. The EPA Schools' Accessibility Plans set out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010.

The three key areas are to:

- Increase the extent to which disabled children and young people can engage in the school **curriculum**.
- Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extra-curricular activities.
- Improve the delivery of **information** to disabled children and young people, using formats which give better access to information.

**The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher of each school within the Trust. Schools will need to provide adequate resources for implementing plans and must review them at least annually and to publish objectives at least once every four years. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan.**

Schools should remember to explain, for example:

- How the curriculum is differentiated, and, at Key Stage 4, what alternative accreditation is offered
- How information for pupils, parents and the community is available in different formats, e.g., using Braille, larger font, or reduced / simplified language.
- Plans to improve the signage in the buildings and grounds
- Arrangements that could be put in place if a disabled parent needed support to attend a school event, e.g., the availability of a signer for a parents' evening

The Equality Act requires "reasonable adjustments" and many adjustments are low cost or no cost: see Appendix A for a Classroom Checklist.

See Appendix B for Stanton Harcourt's Accessibility Plan.



## **Implications for School Admissions**

All EPA schools follow the Oxfordshire Schools Admissions Code. The School Admissions Code states: *All children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school must be admitted (Second 1, para 1.6)*. The aim is for children with disabilities who are starting school to have a place in a suitably accessible, nearby, primary school which feeds into an accessible secondary school. This will enable such pupils to have an agreed pathway for their education. To support this aim, it is policy to prioritise disabled children in admissions for Oxfordshire.

OCC identify disabled children at the pre-school and transfer stages and uses this information to inform the allocation of their school places, in consultation with their parents. Since September 2002 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

The EPA will regularly review its admission position to ensure that it is not discriminatory either in intention or effect.

## **Requirement to provide Auxiliary Aids**

From September 2012 schools have been required to provide auxiliary aids (and services) for disabled pupils to overcome any disadvantage experienced in schools. Advice on meeting this requirement can be found on pages 17-20 of the Equality and Human Rights Commission's Reasonable Adjustments' Guidance.

## **Including children with medical needs**

In September 2014 a new duty came into force for local governing bodies to ensure arrangements are in place in school to support pupils at school with medical conditions. The guidance includes statutory and non-statutory advice under the Children and Families Act 2014. The statutory guidance applies to all maintained schools, academies and free schools. For children with SEND, this guidance should be read in conjunction with the 2015 SEND Code of Practice.

The new guidance document reiterates existing good practice and clarifies accountability.

Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition should be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made. The local governing body must ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child. Local governing bodies should ensure schools develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff. This policy may be a separate policy or may be a sub-section included in the school's existing SEND policy.

Although there is no requirement on teaching staff to administer medicines or undertake personal and health care procedures, local governing bodies are required to ensure there are arrangements in place, including ensuring sufficient members of support staff are appropriately trained to undertake these roles as part of their core job description.

## **Advice for EPA schools on planning inclusive visits**

Equality legislation sets out a clear expectation that disabled children and young people should be given the same opportunities to participate as their peers. The EPA advises all of its schools to plan their educational visits and learning outside the classroom opportunities on the basis of assuming that ALL pupils will be able to take part. It is important that schools involve parents, the pupil and, if appropriate, specialist support staff, as early as possible in the planning process, particularly when a residential stay is involved. Under the

Equality Act the school must make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage to their peers. This may include providing additional staffing and accessible transport or ensuring the venue is appropriate to the needs of the pupil concerned.

## Appendix A

### Reasonable adjustments in the classroom: a check list

This is a list of practical classroom arrangements that teachers found useful in thinking of a range of adjustments they might want to make, rather than an exhaustive list.

<p><b>1. Pre-planning information.</b></p> <ul style="list-style-type: none"> <li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li> <li>• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?</li> <li>• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.</li> </ul>	
<p><b>2. What preparation have you made with the class/group for:</b></p> <ul style="list-style-type: none"> <li>• one to one peer support</li> <li>• collaborative teaming</li> <li>• group work</li> <li>• valuing difference of race, gender, ethnicity, disability or religion</li> <li>• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</li> </ul>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>- timing,</li> <li>- variation of activities,             <ul style="list-style-type: none"> <li>- types of activities [concrete/abstract],</li> </ul> </li> <li>- reinforcement of key ideas,</li> <li>- extension work</li> <li>- recall of previous work,</li> <li>- links to future work,</li> <li>- clear instructions.</li> </ul> <ul style="list-style-type: none"> <li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li> <li>• Are you able to access specially adapted equipment for some students to enable them to participate fully?</li> <li>• If not, can an alternative way be found?</li> <li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li> </ul>	
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li> <li>• Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?</li> <li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li> </ul>	
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li> <li>• Appropriate use of augmented communication and ICT</li> </ul>	

<p><b>6. Self presentation</b></p> <ul style="list-style-type: none"> <li>• Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?</li> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you?</li> <li>• Where will you position yourself in the classroom and when?</li> </ul>	
<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with or at least communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• <i>Does their use allow all children to be equally included in the class activities?</i></li> <li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li> <li>• If you are using withdrawal, how are the groups organised?</li> </ul>	
<p><b>8. Classroom organisation</b></p> <ul style="list-style-type: none"> <li>• Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> <li>- mobility impairments e.g. circulation space, table height</li> <li>- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare</li> <li>- visually impaired e.g. maximise residual sight, if touch can reach</li> <li>- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li> <li>- pupils with short attention span/easily distracted, eg: sit on own</li> <li>- learning difficulties who need a lot of support, eg: next to peer supporter <ul style="list-style-type: none"> <li>- short attention span, eg: distraction free zone</li> </ul> </li> </ul> </li> <li>• What seating plans are you using and why?</li> <li>• Will seating plans make use of peer support and how?</li> </ul>	
<p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"> <li>• Friendship groupings?</li> <li>• Mixed sex/same sex groupings?</li> <li>• Mixed ability/same ability groupings?</li> <li>• Specific pairs of pupils working together, eg: stronger reader/weaker reader?</li> </ul>	
<p><b>10. How will you deal with unexpected incidents?</b> Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"> <li>• the allocation of teacher and support staff time;</li> <li>• being listened to/ paid attention to;</li> <li>• being respected;</li> <li>• achieving;</li> <li>• interacting with their peers.</li> </ul>	
<p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"> <li>• Do you have a scheme for assessing the achievements of all?</li> <li>• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?</li> <li>• How will you involve pupils in assessing their progress?</li> </ul>	



# Appendix B Accessibility Plan



## Stanton Harcourt CE Primary School

This plan was agreed by Governors on:

Date: .....

To be reviewed: .....

Chair of Trustees: .....

CEO: .....

### Introduction

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

Following an accessibility audit in our school, the governing body has agreed the following objectives:

*(There is no prescription about the number of objectives. Your objectives may cover Teaching, learning and curriculum; Equity and Excellence for All; Community Engagement and extended services.)*

	Objective	Success Criteria	Actions to be taken	Which of the 3 general duties does this cover?
1	Improve access arrangements for all visitors by staff enquiring about specific needs.	All visitors will be supported with any requirements needed.		Advance equality of opportunity. Foster good relations.
2	Clear emergency and evacuation systems set up.	School would be aware of any visitors needing assistance in case of evacuation.	Visitors asked at reception during sign in if any assistance would be needed if the fire alarm was activated. Personal Evacuation Plan (PEP) written in required.	Advance equality of opportunity. Foster good relations.
3	Ensure the curriculum is fully accessible to all pupils	Pupils to become more aware of issues around disability.  Disabled pupils have access to equipment appropriate to their needs.	Promote awareness of disability issues through assembly and PHSE. Provide specialist aids, equipment and ICT to promote disabled pupils access to the curriculum.	Advance equality of opportunity. Foster good relations.
4	Disabled pupils supported at play times if appropriate.	Disabled pupils feel safe and are supported with social interaction.	Assign a designated TA to any pupil needing 1:1 support at playtimes	Advance equality of opportunity. Foster good relations.
5	Risk assessments enable pupils with disabilities to have full access as far as possible.	Children with disabilities access school trips, etc.	External advice sought as necessary including from OT service to audit classrooms.	Advance equality of opportunity. Foster good relations.
6	If appropriate explore Braille, audio CD and Loop systems.	Needs of individual children are met and enable increased access to education.	Specific needs of new pupils with a disability are identified and are planned for.	Advance equality of opportunity. Foster good relations. Eliminate discrimination

7	To tackle prejudice and promote understanding in relation to people with needs.	Parent, child, and staff questionnaires show the school deals effectively with behaviour. The school community live by their values.	Home School agreement to be developed based around our values Identify, respond, and report racist incidents as outlined in the plan.	Eliminate discrimination Foster good relations.
8	Increase awareness of the Access and Equality Plan	Parents and children know we have the plan and can talk about its importance and what it means.	Publish and promote the plan through the school website, newsletters, and staff meetings.	Foster good relations.

These objectives are reviewed every 4 years.

**An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan.**