

# Woodmansey Primary



## Equality Policy (including Accessibility Plan)



<b>Effective Date</b>	May 2019
<b>Date Reviewed</b>	
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## Our Vision

We celebrate every child in our care as part of God's great plan, loved and accepted just as they are and for all they could become.

We recognise that every child has a unique task to do with God and for God, whether they know it or not.

Supported by the strong foundations of our chosen Christian values as expressed in our relationship with St Peter's Church: Hope, Compassion, Trust and Respect, we seek to unlock the potential of every child.

'Building strong foundations, unlocking potential.'

## The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

### Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Woodmansey Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

## Definitions

Woodmansey Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

**Direct discrimination** – Treating someone less favourably because they have a protected characteristic

**Discrimination by perception** – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

**Discrimination by association** – Treating someone less favourably because they are associated with someone with a protected characteristic

**Indirect discrimination** – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

**Harassment** – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

**Victimisation** – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

## Reasonable Adjustments

**Disability** is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Woodmansey Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Woodmansey Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and

other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

## Accessibility Plan

Woodmansey Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out May 2019 by various members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

## The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

### The 'general' equality duty

The general duty requires Woodmansey Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

**All staff are responsible for having due regard for the three general equality aims.**

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Woodmansey Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

### The 'specific duties'

The 'specific duties' require Woodmansey Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

## Equality Objectives 2019-2023

As stated above, Woodmansey Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Councillor Kerri Harold is the Chair. Our objectives are set out below:

<b>1</b>	Ensure new building work complies with equality and accessibility
<b>2</b>	Work with the local parish council to develop the existing car park
<b>3</b>	To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

## Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Woodmansey Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	Equality Policy
Annual update towards the equality duty and equality objectives	N/A	Objectives only just been set
Accessibility Plan (including annual progress update)	N/A	Completed
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	No	Due to size of population
School performance data e.g. attainment, absence/attendance	✓	In the school prospectus, available on the school website
Governing body minutes	✓	Minutes taken in paper form and available to the public
Anti-bullying policy	✓	School website
School development plan	✓	School website
Equality training materials	✓	All training events are detailed in the school prospectus
Parent and pupil surveys	✓	School website
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	Less than 150 staff

## School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

**All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Woodmansey Primary Equality Policy.**

### References

*Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012*

*Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014*

*Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015*

*GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6*

## Appendix 1: Woodmansey Primary Accessibility Plan 2019-2022

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until May 2022 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

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.

**The plan shows the ways in which Woodmansey Primary intends, over time, to achieve the following three aims:**

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

**The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.**

Accessibility Plan 2019-2022					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision.	May to July annually	EYFS Leader / teacher & HT	Staff cover if required	Provision set in place ready for when the child/ren start school.
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision.	Ongoing as need arises	HT & SENDCo	Staff cover if required	Provision set in place ready for when the child/ren start school.
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENDCo, all teaching staff and outside professionals		Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.

Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Improve the physical school environment	The school will take account the needs of pupils 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, clear signage and more accessible facilities and fittings.	Ongoing	HT, Executive Head and Governors		Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	HT, Executive Head and Governors		As full as possible inclusion for all pupils. Safe evacuation in an emergency.

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**Aim 3 - Improve the availability of accessible information to disabled pupils**

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	HT, SENDCo		Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
To enable improved access to written information for pupils, parents and visitors when necessary	Be prepared to create and offer information in alternative formats  Access arrangements are considered and put into place for statutory testing	Ongoing	HT, teachers, admin staff and SENCo		Evidence that appropriate considerations and reasonable adjustments have been made.

## Appendix 2: Woodmansey Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives

### Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Woodmansey Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2018-19	Examples/Evidence for 2019-20
<b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b>	<p>There have not been any exclusions.</p> <p>We have a variety of policies that cover this area to give staff and parents advice: Disability Equality Scheme; English as an Additional Language Policy; Equal Opportunities Policy; Equality Policy; Inclusion Policy; Race Equality Policy as well as over 40 policies that relate to Health and Safety at work.</p> <p>A member of the Woodmansey staff team joins the Molescroft staff meeting relating to Diversity, Equality, Race and Inclusion.</p>	<p>The school continues to have not needed to exclude any pupil in the academic year 2019-20.</p> <p>Equality is a key discussion at governor meetings, in particular the Safeguarding, Health &amp; Safety and Premises committee.</p> <p>All local authority policies are maintained and adhered to.</p> <p>2 members of Woodmansey staff continue to participate in the Molescroft staff meeting relating to Diversity, Equality, Race and Inclusion.</p>
<b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b>	<p>Pupil achievement is monitored by gender, special needs and disability. Any trends or patterns in data that may require additional action to narrow the gap are addressed and form part of the school development plan.</p>	<p>Careful monitoring of all pupil groups continues. The new School development plan has been written ensuring that all pupil groups have the equal opportunity to advance and progress.</p>

<p><b>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</b></p>	<p>The school ensures that the PSCE curriculum and its aims are central to the school aims. The wellbeing of the children is paramount at all times and inclusion is at the heart of the school's ethos. The children's voice is heard through regular pupil council meetings, surveys and PSCE activities. We have trained ELSA staff who meet regularly with children who find themselves needing additional emotional support. Positive imagery is used on the website, during lessons and collective worships.</p>	<p>The school now follows the PSCE association curriculum which has a clear focus of positive relationships across all areas of school life and beyond. During lockdown, the school ensured check-in phone calls with all families occurred weekly to maintain positive relationships with all stakeholders.</p>
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Woodmansey Primary collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Woodmansey Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

## Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Woodmansey Primary's equality objectives.

Equality Objective	Progress in 2018-19	Progress in the last school year 2019-20
<p><b>Ensure new building work complies with equality and accessibility</b></p>	<p>Working with asset management and contractors to decide suitable plans.</p>	<p>Building work has been completed and complies with equality and accessibility.</p>
<p><b>Work with the local parish council to develop the existing car park</b></p>	<p>Plans have been made to increase the car park size and create a new entrance for the school car park which would be for public use to visit the war memorial.</p>	<p>We are awaiting news from the parish council to update us on the progress plans for the project.</p>
<p><b>To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities</b></p>		<p>One child was given an EHC plan to ensure additional support could be given to participate in school activities. This was after careful assessment by the SENCO and other professionals. Additional TA support has been provided to support those requiring focused attention.</p>