



## Doxey Primary School

### Accessibility Plan and Single Equality Scheme

Date of Policy creation	June 2019
Policy lead	Sarah Sergeant
Date of Policy adoption by Governing body	Spring Term 2023
Frequency of review	Accessibility plan - Annually Single Equality Scheme - Every 4 years
Review due	Spring Term 2024 Autumn Term 2024



## Single Equality Scheme

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## Introduction

Doxey Primary School's vision states that '... (our school) is an inclusive, positive learning environment that is part of the wider community. It delivers a values based curriculum that is inspirational and creative, providing children with exceptional opportunities to develop a love of learning for life. Ensuring that all our pupils leave with a strong set of values and the belief that they can, and will, achieve.'

## Policy statement

- Doxey Primary School acknowledges, and welcomes, diversity among pupils, staff and visitors.
- We do not discriminate against anyone, child or adult, on the grounds of race, gender, disability, faith, religion or socio-economic background.
- We respect the religious beliefs and practices of all staff, pupils, parents and carers.
- We firmly believe that diversity is a strength, which should be respected and celebrated by all those who teach, learn and visit here.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- Our expectations of all pupils are high and we believe that every child should have the opportunity to be the best that they can be.
- We monitor the achievement of pupils by race, gender, disadvantage and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching
- We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We ensure that all recruitment, employment, promotion and training policies and procedures are fair to all and provide opportunities for everyone to achieve.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and improve delivery of information.
- We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.
- We are committed to ensuring an equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, which underpins our single equality scheme.



## Meeting our duties – Equality and the law

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils.

### **The Public Sector Equality Duty or General Duty**

The general duty requires that all public organisations, including schools should

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

### **The Specific Duty**

The specific duty requires a designated public authority (which includes schools) to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years which are specific and measurable

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks, comments or jokes.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names or insults
- Provocative behaviour such as wearing racist, homophobic or discriminatory badges or insignia.



- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference eg. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## **Race Equality**

This section of the scheme reflects the general and specific duties as detailed in The Race Relations (Amendment) Act 2000 which imposes a positive duty on schools to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Doxey Primary School will meet this duty by:

- celebrating diversity through curriculum planning – incorporating multi-cultural perspective into the curriculum areas.
- ensuring that all new staff, parents and visitors on entry into school are made aware of our commitment, values and expectations through the Staff Handbook and School Prospectus.
- ensuring all staff including teachers, teaching assistants, admin staff, lunch-time supervisors and cleaning staff have access to relevant INSET and are given specific training in the understanding of the Single Equality Scheme and its implementation.
- having procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LEA policies and guidance.
- ensuring that incidents of racial discrimination or racial harassment are dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures and that action is taken to support the victims.
- ensuring that all pupils, staff and parents are made aware of the procedures for dealing with racist incidents, racial harassment and bullying and that such behaviour is unacceptable.

See **Appendix 1**, *Doxey Primary School Equalities information, for current numbers of pupils.*

## **Disability**

This section should be read in conjunction with the school's Special Educational Needs and Disability Offer.

The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- Promote equality of opportunity between disabled people and other people



- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

### **The Definition of Disability**

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

See **Appendix 1**, *Doxey Primary School Equalities information, for current numbers of pupils.*

### **Discrimination disabled people face**

Disabled people are discriminated against in a number of ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people

### **Consultation and involvement**

The development of this plan and the actions within it have been informed by the input of staff, pupils and carers

In developing this scheme, we have used the following to shape the plan:

- Consultation with disabled pupils
- Consultation with non-disabled parents/carers of disabled children
- Issues raised in annual reviews or progress on Education Healthcare Plans/Personalised Provision Maps.

We asked for their views on the school's provision for them and whether they feel our ethos promotes inclusion and equality. Their answers to our questions prompted points on the action plan.

See **Appendix 2**, *Questions to Parents/Carers of disabled pupils*



## **Accessibility**

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

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

See **Appendix 4**, *Doxey Primary School Accessibility Plan for further information*

## **Gender Equality**

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

- Eliminating discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women / boys and girls

See **Appendix 1**, *Doxey Primary School Equalities information, for current numbers of pupils*

## **Transgender**

Transgendered people are explicitly covered by the Gender Equality Duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

## **Community Cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious, non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

## **Sexual Orientation, Religion and Belief, Pregnancy and Maternity**

We must ensure that we do not discriminate on these grounds.

## **Development of the Scheme**

We involved pupils, staff, governors, parents and carers in creating the Single Equality Scheme and Action Plan, either directly with the school community or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan. Examples include:

- Pupil voice interviews and learning conferences with SLT



- Discussions at School Council meetings
- Parent and Pupil questionnaires (see **appendix 2**)
- Discussions at Governing Body Meetings
- Local Authority input. From SIP and Governor Pupil Premium training courses

### **Links to other School Policies**

Although this Scheme is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Development Plan (SDP), Raising Achievement Plan (RAP), School Website and Newsletters.

Other policies which have informed this Scheme and include references to equality include:

- SEN policy and SEND offer
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Pupil Premium Action Plan
- Attendance Policy

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Recruitment and Selection Policy.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Governing body**

The governing body is responsible for ensuring that the school complies with legislation, and that this Scheme and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Scheme and evaluate the success of the school's equalities work taking account of quantitative evidence and qualitative evidence.





### **Headteacher and Leadership team**

The Headteacher is responsible for implementing the scheme; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-coordinating implementation of the scheme and for monitoring outcomes.

### **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this scheme.

### **Collecting and analysing equality information**

We collect, analyse and publish data on the school population by gender, ethnicity, English as an Additional Language (EAL) and Special Educational Need or Disability. We also collect, analyse and use data in relation to attendance of different groups.

Doxey Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil his or her potential. The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The wide range of information gathered to support our planning and action to promote equality includes the following:

- Attainment and Progress levels relating to different groups
- Attendance levels relating to different groups
- Participation in extra-curricular activities
- Complaints of bullying or racial incidents

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

### **Commissioning and Procurement**

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

### **Publicising our Scheme**

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

- School website
- Governing Body meetings
- Staff meetings
- A paper copy available on request

### **Making it happen**

#### **Implementation**

This Single Equality Scheme represents the school's vision backed up by key actions, which will be carried out within the next three years. (See **Appendix 3, Single Equality Scheme Action Plan 2019-2022**). This action plan will be reviewed and evaluated annually by the senior management team and governing body to show:

- What progress has been made in terms of implementing the action plan
- The impact of the actions taken
- Actions which still need to be taken

#### **Reporting**

There will be an annual report on this scheme demonstrating the above findings and including information gathered during the year. This report will be published as follows

- On the school's website
- Be available to all school members in hard copy, and in the form of alternative communication where necessary

#### **Monitoring**

The effectiveness of this Single Equality Scheme will be evaluated with the school improvement partner and with Ofsted when the school is inspected.

*If you need further copies of this document, or would like the document in another format please contact Doxey Primary School Primary School*



**Appendix 1: Doxey Primary School Primary School Equalities Information**

<b>Gender</b>	
<b>Girls</b>	86
<b>Boys</b>	102

<b>181 pupils in total ethnic category</b>					
<b>White British</b>	140	<b>Any other white background</b>	13	<b>Any other black background</b>	6
<b>White and black Caribbean</b>	5	<b>Any other mixed background</b>	4	<b>White and black African</b>	4
<b>Black African</b>	2	<b>Any other Asian background</b>	1	<b>Chinese</b>	1
<b>White and Asian</b>	1	<b>Refused</b>	7	<b>Information not yet obtained</b>	4

<b>Special Educational Needs</b>	
	<i>Number of Children</i>
<b>Speech, language or communication need</b>	13
<b>Specific learning difficulty</b>	10
<b>Social, emotional and mental health</b>	9
<b>Autistic spectrum disorder</b>	8
<b>No specific assessment</b>	4
<b>Moderate learning difficulty</b>	4
<b>Other learning difficulty/disability</b>	3
<b>Hearing impairment</b>	1

<b>Religion and Belief</b>			
<b>No religion</b>	93	<b>Christian</b>	60
<b>Refused</b>	20	<b>Muslim</b>	9
<b>Other religion</b>	4		

## ***Appendix 2: Parent Child Questionnaire***

### The General Duty

The Disability Discrimination Act 2005 places a general duty on schools.

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by the school.

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy.

### **Questions to parents/carers of disabled pupils**

How was information collected on your child's disability?

Was this information used to improve the provision of services?

Is pupil achievement monitored by disability?

Are disabled pupils encouraged to participate in school life?

How is this shown through representation in school events such as school productions and the school council?

Is bullying and harassment of disabled pupils monitored?

Have you had any issues?

Is disability portrayed positively in school books, displays and discussions such as circle time and assemblies?

Does the school take part in annual events such as Deaf Awareness Week to raise awareness of disability?

Do you think it should?

Do you have any ideas?

Is the school environment as accessible as possible to pupils, staff and visitors to the school?

Are open evenings and other events, which parents or carers attend, held in an accessible part of the school?

Is information available to parents, visitors, pupils and staff in formats that are accessible if required?

Is everyone aware of this?

# 11.01 & 11.05

Doxey Primary School

SingleEquality Scheme Action Plan

Action	Led by	Timescales	Success Criteria	Monitoring
Disseminate the SES and action plan: <ul style="list-style-type: none"> <li>• Scheme adopted by Governing Body after discussion</li> <li>• SES circulated to all staff and discussed in a staff meeting</li> <li>• Policy on school website.</li> <li>• Publish reports to parents on the success of the action plan</li> </ul>	SS	End of Summer 2 2019	School community aware of SES and actions.  Parents, governors and school tackle incidents promptly and correctly	SS
Ensure all parents are encouraged to participate in the education of their children and the life of the school: <ul style="list-style-type: none"> <li>• HT/SLT/LM on playground each morning for contact with parents/carers</li> <li>• Information for parents is available online or in print (if requested) in user friendly languages</li> <li>• Parent meetings to share key messages</li> <li>• SEN reviews encourage greater participation from parents.</li> </ul>	SENCO/ HT	Ongoing	Parents evenings are well attended  Celebration event such as Christmas performances are well supported.  Parental meetings for phonics, SATS etc are well attended.	LM
Ensure that action is taken to enable all pupils to achieve their potential: <ul style="list-style-type: none"> <li>• PP/SEN children identified on teaching plans along with any reasonable adjustments to the planning for them               <ul style="list-style-type: none"> <li>• Opportunities and experiences are offered to all children (see Pupil Premium Action plan) ensuring that all visits are made accessible to all pupils</li> </ul> </li> <li>• Monitor vulnerable groups achievement and progress</li> </ul>	Teachers   HT  SENCo	Ongoing	Improved attainment and progress for identified groups.  See RAP, SDP and PP action plan for further information regarding specific groups  Teachers are aware of vulnerable groups of children in their classroom and have suitable provisions in place.	Head teacher

<ul style="list-style-type: none"> <li>○ SEN pupil progress meetings take place termly to track progress</li> <li>○ Pupil Premium progress meetings take place termly to review progress/attainment and identify further actions necessary</li> <li>○ Provision maps updated/reviewed termly identifying which provisions are having the greatest impact on learning.</li> <li>● Identify underperforming pupils and groups and consequently set targets and identify intervention needed</li> </ul>	PP coordinator			
<p>Evaluate systems for information gathering in order to meet the general duties and develop procedures further.</p> <ul style="list-style-type: none"> <li>● Survey parents about disability, continue to discuss 'how well we are doing'</li> </ul>	SENCO Office manager	Ongoing	Accurate information is gathered and stored sensitively in line with SES and GDPR Communications sent effectively through email and text, informing parents in timely manner.	Head teacher
<p>Ensure that the curriculum is planned to incorporate the principles of equality set out in this SES</p> <ul style="list-style-type: none"> <li>● Review RE, RSE and SMSC provision across key stages</li> <li>● Ensure CoJo used to embed character traits (resilience, empathy, self-awareness, passion, excellence and communication) in the curriculum</li> <li>● Share good practice in staff meetings</li> </ul>	Teachers Curriculum Lead	Ongoing	Curriculum reflects the diversity and challenges of the world in which the children are growing up.  Curriculum promotes positive attitudes towards diversity.  Different cultural and religious traditions are valued in their own right and made meaningful to children.	SLT
<p>Ensure disability and difference is understood and accepted;</p> <ul style="list-style-type: none"> <li>● Through assemblies</li> <li>● Involvement in disability awareness days such as 'deaf awareness' day</li> </ul>	SENCO Head teacher	Ongoing	Children to be aware and tolerant of children's differences, both seen and unseen.	Head teacher

Doxey Primary School Accessibility Action Plan 2019 - 2022

**Access to the Physical Environment**

Action	Led by	Timescales	Success Criteria	Monitoring
School to collate information with regards the access needs of disabled children, staff and parents/carers	Head teacher SENCO	Ongoing and through all transition meetings for new parents.  Review with parents before children return to school after surgery.  Support from external agencies such as Occupational Therapist and Physiotherapists.	Access plans for individual disabled children are in place.  All staff are aware of pupils, staff, parents/carers access needs.	Head teacher.
Ensure that corridors are kept as clear as possible at all times to ensure wheelchair /crutch users can freely move around the building and through all doorways.	Ongoing	SENCO  site team	School is considering the needs of all potential users of the building and is making reasonable adjustments in a proactive rather than reactive manner.	Head teacher  Caretaker
Review visual displays across the school	Head teacher SENCO SEN governor	Ongoing	Pupils using visual timetables will be supported and confident when moving around school and accessing resources.  Information is passed up to ease transition	SENCO to ensure any additional communication in print such as visual timetables is being used effectively around school.



School staff are better aware of access issues	Head teacher SENCO Governor for Health and Safety	Ongoing	Access issues do not influence recruitment and retention decision.  Access issues do not influence admissions into school	Head teacher
Ensure all fire escape routes are suitable for all	Advice from LA Health and Safety Officer Head teacher Governor Health and Safety Rep	Ongoing	All disabled pupils, staff, visitors and volunteers to have safe independent evacuation in emergency situations.	Health and Safety Committee

### Access to the Curriculum

Action	Responsible for	Timescale	Monitoring	Success Criteria
Ensure that all visits are made accessible to all pupils	Head teacher Class teachers SENCO	Ongoing	Head teacher  Completed risk assessments prior to all visits.	All children access all school visits and take part in a range of activities enriching their cultural capital through their journey at Doxey Primary School.

Teachers planning includes, as a matter of course, opportunities for all students to take part in all areas of the curriculum through appropriate differentiation.	By all staff	Ongoing	Head teacher Curriculum lead SLT	All children will have access to a curriculum in which they can take part in, achieve and reach their full potential.
CPD for staff regarding disability issues such as;  diabetes, autism, hearing impairment etc	SENCO	Ongoing	Raised confidence among staff in strategies for differentiation and increased pupil participation	Head teacher SENCO
Ensure that the PE curriculum is accessible to all and to include disability sports where appropriate	SENCO  PE Coordinator	Ongoing	All children are able to access PE lessons, after school clubs and tournaments	SENCO  PE Coordinator
Increase access to calm areas around school to support children's mental health and wellbeing through;  <ul style="list-style-type: none"> <li>• Sensory room/garden</li> <li>• Regulation stations in classrooms</li> <li>• Safe spaces</li> </ul>	Class teachers  SENCO  Learning Mentor	Ongoing	Children beginning to control their own emotions, leading to improved behaviour in classes.  Appropriate sensory stimulation for children with Autism to calm or prevent challenging situations occurring for them.	SENCO

**Access to Information**

<b>Action</b>	<b>Responsible for</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Ensure that we ask for all staff, child, parent/ carer access needs when joining the school	Office team  Head teacher and Governor when recruiting new staff.  All staff when receiving new children	Ongoing	Head teacher  All staff  Administrators  Governors	Access needs of all attending, working and visiting Doxey will be met where possible.
Further develop liaison with other feeder nurseries and playgroups.	Head teacher  EYFS lead	Ongoing	Head teacher  EYFS lead	Foundation stage staff will have good knowledge of every child's needs
Ensure that newsletters continue to be printed out for those families without access to the school website	Office team	Ongoing	Office manager	All families will have access to up to date school information