

Equality Information and Objectives Including Accessibility Information



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Policy Ratified	
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Introduction

At Glemsford Primary Academy we are committed to promoting aspiration and providing opportunities for everyone within a culture that is happy, supportive and safe.

All talents and skills are nurtured, all needs are met and no barrier is too big to overcome.

We achieve this by:

- providing a stimulating and enriching environment that inspires a love of learning
- caring about ourselves, our school and our community
- respecting, supporting and valuing each other
- persevering to achieve more than others think possible
- enjoying and celebrating our successes, together

Under the Equality Act 2010 (Section 149), schools are required to have regard to:

1. Eliminating unlawful discrimination, harassment and victimisation
2. Advancing equality of opportunity
3. Fostering good relations between those who share a protected characteristic (e.g. disability, race, religion, belief, gender assignment, sexual orientation, pregnancy or maternity) and those who do not.

For us this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
- The Public Service Equality Duty (PSED) has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind. The following documents should be read in conjunction with this Statement:
 - ✓ SEND Information Report
 - ✓ Safeguarding Policy
 - ✓ Anti-Bullying Policy
 - ✓ Admissions Policy
 - ✓ Behaviour Policy

Guiding Principles

Ensuring equality of opportunity and participation:

- All staff are aware of the school's Equality and Inclusion Statement.
- Children's achievement is monitored by race, gender and disability. Any trends or patterns in the data that may require additional action in order to narrow gaps in attainment and progress.
- The abilities of all children regardless of race, gender or disability are recognised and encouraged. Those children who display particular talents and abilities are encouraged to develop these through a structured programme of activities/ events.



- We have an inclusive approach to ensuring all children are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Pupil Voice by election or other committees, participating in fundraising events, school productions.
- All children, regardless of need, take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies.
- Our extended school activities e.g. after-school clubs, take account of children's needs and are accessible to all. We strive to ensure they reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.
- Staff, children, parents and carers will continue to be involved in the future development of the Equality and Inclusion Statement through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc.

The school will provide:

- Additional support for children who are under-achieving, in order to make progress in their learning and their personal well-being e.g. ensuring that children with visual impairment have accessible texts.
- That children with hearing impairment have an enhanced acoustic classroom environment.
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs).
- Additional support for disabled parents/carers and staff to help them play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

Promoting positive attitudes and meeting needs:

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays.
- Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.
- Provide extended services, with opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Supporting disabled children in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.
- Help children to understand others and value diversity.
- Promoting shared values and an awareness of human rights.
- Developing skills of participation and responsible action – for example through PSHE.

Eliminating discrimination and harassment:

The school will:

- Adhere to clear procedures on anti-bullying which include equality perspectives.
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender, sexuality or ethnicity.



- Keep a record and report how these incidents are dealt with to the governing body on a termly basis.
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

Monitoring Impact

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement; The governing body will report annually to parents on the effectiveness and success of its Equality and Inclusion Statement.

Education Improvement Priorities

Ensuring equality and inclusion are central to the School's ethos and vision. Therefore, to meet the needs of all children key development priorities are an integral part of the School's Education Improvement Plan. For 2021/22 the key priorities include:

1. Ensuring the broader curriculum challenges and engages **all** pupils
2. Writing opportunities are planned for in all subjects and writing is of an equally high standard in foundation subjects
3. Introduction of a Reading Hierarchy to support planning of whole class reading lessons including how to differentiation to enable all learners access the text and lesson, using pixl to supplement catch up literacy so post teaching and intervention time is used effectively
4. All staff to be aware of procedures in place to support children

Aims:

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The foundation of this policy is the Unity Schools Partnership Trust's Equality objectives which are accessible on the Trust's website.

In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional, physical and moral and spiritual needs the school will endeavour to:

- Provide a curriculum that is accessible to all pupils
- Provide an environment which is accessible to everyone
- Provide access to information for pupils and parents

Equality objectives

- To promote spiritual, moral, social and cultural development through all aspects of life at our schools, both inside and outside the classroom. We aim to meet this objective with particular reference to issues of equality and diversity.



- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond and develop a culture of growth mindsets, avoiding labelling of learners based purely on a notion of fixed levels of ability.
- To model teaching and learning behaviours that avoid labelling.
- To narrow the gap between boys' and girls' and disadvantaged pupils and other pupils.
- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school through our curriculum.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 with particular focus on homophobic bullying and prejudice.
- To tackle prejudice and promote understanding in relation to people with disabilities.

Access to the curriculum

Glemsford Primary School Academy is committed to providing equality of opportunity for all pupils and students. In the context of the curriculum this means that opportunities are given to all regardless of gender, race, ethnicity, religion, age, disability or sexual orientation.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies. Teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' support plan/EHCP targets and liaise with specialist and support services.

Furniture and equipment have been carefully selected as appropriate to the needs of learners.

School visits, are made accessible to all children irrespective of difficulties.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of children with medical needs. Children with specific medical needs or allergies have a care plan in place.

Access to the Environment

The school provides access to those in the community who have physical impairments. The main office is accessible to all and the majority of classrooms are on the ground floor. Our new nursery facility is all on one level and has a ramp for ease of access.

Pathways of travel around the school site and parking arrangements are safe. There is parking on site which includes disabled spaces. All play areas are fenced off from the car park by a gate or are sited to the side and rear of the building away from the car park.



Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are clearly identified throughout the school.

Access to Information for pupils and parents

Our aim is to ensure that every pupil and parent has access to all lesson plans, curriculum information and targeting / outcome grades on. In order to achieve this target the following steps have been taken:

1. Progress checks are sent home at least termly and targets are based on rigorous baseline assessment
2. EHCP's and Personal Support Plans use data from rigorous baseline assessment and other hard data available to all pupils and parents
3. Teaching monitoring data available to all parents and pupils
4. The School Based Guarantee that parents and pupil will have access to 'hard' copies within 24 hours
5. The school website will contain all relevant school information, in an accessible format, and will be kept-up-to-date