**BEWSEY LODGE PRIMARY**

**SCHOOL**



**EQUALITY & ACCESSIBILITY POLICY**

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| Date of Review | September 2023 |
| Date of next Review | September 2026 |

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# Statutory Duties and the Legal Framework

**Equality Act 2010**

The *Equality Act 2010* brings together under one Act all of the requirements regarding equality and discrimination. The Act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

* Age
* Disability
* Gender reassignment
* Pregnancy and maternity
* Race
* Religion and belief
* Sex
* Sexual orientation
* Marriage

A key measure in the Equality Act is the Public Sector Equality Duty, which came into effect in April 2011. This states that in carrying out their functions, public bodies are required to have due regard to the need to:

* Eliminate discrimination and other conduct that is 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.

In addition, the duty requires schools to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. These specific duties require schools:

* to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
* to prepare and publish equality objectives.

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

**Accessibility Plans**

Schools need to carry out accessibility planning. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Schools must implement accessibility plans, which are aimed at:

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

# Vision and Values

The aim of this policy is to set out the commitment of the Governing Body of Bewsey Lodge Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

Bewsey Lodge Primary School provides teaching which meets National Curriculum and other statutory requirements. The school will follow the SEND Code of Practice when deciding upon reasonable adjustments, taking into consideration available resources (financial and other), the effectiveness of the adjustment, health and safety requirements, whether aids have been made through the SEND route and the effect on other pupils. If a reasonable step can be identified to avoid a disabled pupil from being at a substantial disadvantage to their non-disabled pupils it should be implemented. There is no expectation on the school to make an adjustment that is not reasonable.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

We have high ambitions for all our pupils; we expect pupils with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

* setting suitable learning challenges
* responding to pupils’ diverse needs
* overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Bewsey Lodge Primary School promotes the individuality of all our children, irrespective of differences such as: ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards.

We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

# Context

At Bewsey Lodge Primary School, corridors and doorframes are wide and allow for wheelchair access.

There are three easy-access toilets throughout the school. They are located in the main entrance and in each Designated Provision class. In the Designated Provision and Nursery there are also changing beds.

Toilet cubicles are located in between the two Reception classes, for easy access.

‘Pods’ for interventions were built in between most classes during the school’s rebuild in 2012 (these are small rooms between the majority of classrooms). They provide a quiet area for interventions to take place. Our ‘pods’ have windows and glass panels in the doors to safeguard any children/staff who are working in there.

Outdoor areas are accessible for children in the Early Years, Year One and the Designated Provision. This enables children to participate in outdoor learning. These areas also allow children with sensory and gross motor skills to benefit from an outdoor space.

We aim to meet individual pupils’ needs on an individual basis and make reasonable adjustments accordingly. This includes actions to address physical and learning impairments (e.g. training on audio impairment).

Disabled pupils are fully included in all aspects of school life. The progress of disabled pupils is tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access.

There is full access to all parts of the physical environment for pupils. Adaptations are made to timings, playtimes, lunchtimes, school trips, after-school clubs etc. to meet the needs of children with specific needs. Considerable emphasis is placed on the use of positive role models and images of disabled people within the school.

Attendance of all disabled pupils is tracked and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made.

# Pupil Data and School Audit

The Equality Act 2010 definition of disability is broad and includes a wide range of impairments that extends beyond physical difficulties including learning, sensory, speech and language, dyslexia, autism & ADHD. These impairments sit within the definition of disability when they are in the context of ‘substantial and long term’ (see appendix).

Bewsey Lodge is a one and a half form entry school, with approximately 14% on our SEND Register (this number has increased steadily over the past couple of years).

Like most schools, we have children of all backgrounds, needs and abilities. Alongside our mainstream provision we have an eighteen place Designated Provision for cognition and learning. Our Key Stage One Provision has eight places and our Key Stage 2 has 10.

In addition, there are pupils who attend our mainstream and designated provision with specific, on-going impairments, including:

* Asthma
* Autistic spectrum
* Allergies
* Physical disability
* ADHD
* Hearing impairment
* Visual impairment
* Sensory

**Consultation**

Articles 12 and 13 UN Convention of the Rights of the Child:

*Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them.*

At Bewsey Lodge Primary School, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Furthermore, we liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

**Links with other Policies, Plans & Procedures**

This document should be read in conjunction with the following policies, plans and procedures:

* Admissions Policy
* SEND Policy
* Curriculum Policy
* Educational Visits Policy
* Emergency Evacuation Policy
* Health & Safety Policy
* Medical Conditions Policy

*This list is not exhaustive*

# Equality Objectives

| **TARGET** | **ACTIONS** | **TIMESCALE** | **RESPONSIBILITY** | **SUCCESS CRITERIA** |
| --- | --- | --- | --- | --- |
| 1. To continue to reduce the number of prejudice-related incidents in relation to different ethnic groups within our school | * Zero tolerance approach to bullying understood by all staff members * Anti-bullying policy in place and available to staff and parents * SLT to investigate any incident of bullying and to deal with appropriately * Incidents of bullying recorded and reported as appropriate * Curriculum tailored to ensure that children understand what bullying is and understand the whole school no-tolerance approach * Ensure RE and PHSE are taught effectively throughout the school * Ensure resources in school promote equal opportunities | * Continuous * To be reviewed in July 2024 | All staff specifically;   * Headteacher * Senior Leadership Team * RE Co-ordinator * PHSE Co-ordinator | * Confidence in staff to deal effectively with issues and concerns * Anti-Bullying Policy read by all staff and on website * Incidents thoroughly investigated * Behaviour logs/report of incidents to LA show evidence of reduction of incidents * Lesson observations/drop in from subject leaders * Curriculum Evidence files * Resources will promote equal opportunities |
| 1. To continue to create awareness of Lesbian, Gay, Bisexual, Transgender equality and celebrate this | * Ensure curriculum provides lots of opportunities to create awareness of Lesbian, Gay, Bisexual, Transgender equality including, visitors, events run in school * Ensure resources in school promote equal opportunities * Ensure values learnt during Educate & Celebrate Award continue to be embedded in the curriculum | * Continuous * To be reviewed in July 2024 | All staff specifically;   * Headteacher * Senior Leadership Team * SMSC/PHSE Lead | * Behaviour logs of incidents * Lesson observations/drop in from subject leaders * Curriculum Evidence files * Resources will promote equal opportunities |
| 1. To continually consider how well the school ensures equality of opportunities for all its pupils, including those who are taught within the designated provision | * Monitor and risk assess all activities including residentials, before/after school clubs and school trips to allow all children to participate, wherever possible * Write risk assessment, care plans, IEPs for individual pupils * Work with parents/carers and outside agencies to put into place resources and equipment to enable children to participate in all activities, wherever possible * Complete Inclusion Report to Governors * Present data at Governors Meeting * Monitor attendance data | * Continuous * Termly - Governors Report/meeting * Termly IEPs, Care Plans etc. written and reviewed * To be reviewed in July 2024 | All staff specifically;   * Headteacher * SENDCO * DP Manager * Pupil Premium Lead * Attendance Manager * Educational Visits Co-ordinator * Governors (Children and Learning Committee) | * Pupils with disabilities/ SEN, including Designated Provision pupils will participate in the wider life of school e.g. residentials, clubs, trips, where appropriate * Evidence of risk assessments, IEPs, care plans * Governors Report will be written * Data presented at Governors Meeting * Reports from outside agencies * Attendance support |
| 1. To continue to tackle prejudice and promote understanding in relation to people with disabilities | * To encourage positive role models including those with disabilities to take part in whole school events such as Hopes and Dreams, PE sessions, Sport for All * To continue to celebrate achievement for all pupils in a range of areas * Whole school class assemblies so that children can share their learning with the whole school community * Ensure that all areas of the curriculum promote positive images and information about disability * Children to take part in disability awareness sport sessions * All SEN children included in all school activities | * Continuous * To be reviewed in July 2024 | All staff specifically;   * Headteacher * SENCO * DP Manager * PE Co-ordinator | * Pupils speak confidently about achievements of all pupils * Pupils will have experience of positive role models * Pupils have experience of taking part in disability awareness sessions * Lesson observations/drop ins from SLT/subject leads * Curriculum Evidence Files * Celebration assemblies |

# Accessibility Plan

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| **Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum** |

| * **TARGET** | **ACTIONS** | **TIMESCALE** | **RESPONSIBILITY** | **SUCCESS CRITERIA** |
| --- | --- | --- | --- | --- |
| 1. To identify pupils who may need additional support / different provision | * Liaise with parents and outside agencies * Speak to child * Put together an IEP/Support Plan/Care Plan/Positive Handling Plan * EHCP request, if appropriate * Referral to other agencies e.g.; SAL, neuropathway | * Ongoing * Reviewed July 2024 | All staff specifically;   * Headteacher * Class teachers * SENDCO * DP Manager | Children will be accessing the whole school curriculum and making personal progress. This will be seen in lesson observations, book scrutinys. |
| 1. To ensure pupils have the appropriate resources available to them | * Additional TA support, when appropriate * Use of equipment e.g.; standing desk, wobble cushion, fidget toys * Adapted homework | * Ongoing * Reviewed July 2024 | All staff specifically;   * Headteacher * Class teachers * SENDCO * DP Manager | Children will be accessing the whole school curriculum and making personal progress. This will be seen in lesson observations, book scrutinys. |
| 1. To increase parental involvement in the additional support provided to their child/ren | * Invite parents into school to evaluate IEPS as well as writing them | * Ongoing * Reviewed July 2024 | All staff specifically;   * Class teachers | Feedback from parents in regards to their involvement of the additional support their child/ren receives will be positive. |
| 1. To increase skills and confidence of all staff in increasing pupil’s access to the curriculum | * Whole school and individual training for staff (including Governors), when appropriate * Sharing resources such as; Autism Tool Kit | * Ongoing * Reviewed July 2024 | All staff specifically;   * Headteacher * SLT /Curriculum leads/subject leads * Outside agencies/providers | Lesson observations demonstrate improved skills and raised confidence in strategies for increasing pupil’s access to the curriculum |
| 1. To ensure before/after school clubs and trips are accessible to all children | * Provide additional resources to support children if appropriate e.g., staff, wobble cushion etc. * Liaise with parents/carers * Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness | * Ongoing   Reviewed July 2024 | All staff specifically;   * Headteacher * DP Manager * SENDCO | All children to have access before/after school clubs and trips |

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| **Aim 2: To improve the physical environment of the school** |
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| **TARGET** | **ACTIONS** | **TIMESCALE** | **RESPONSIBILITY** | **SUCCESS CRITERIA** |
| --- | --- | --- | --- | --- |
| 1. To be aware of needs of pupils, staff, governors, parents /carers   carers and visitors with  disabilities | * Create access/evacuation plans, when required (Care plans/PEEPS/risk assessments) * Liaise with specialist outside agencies * Consider how to share information; emails, face to face, paper (coloured paper/overlays), font size etc * Meetings in rooms that are accessible to all | * Ongoing | All staff specifically;   * Headteacher * Business Manger * Governors * DP Manager * SENDCO * Reviewed July 2024 | Pupils, staff, governors, parents /carers and visitor’s needs are met. |
| 1. Continue to ensure indoor/outdoor environments support the learning/development of pupils with physical difficulties, gross motor and sensory needs | * Use of resources such as coloured paper/overlay, wobble cushions, trampoline, gym balls, use of pods as quiet area etc. * Ensure rooms/displays are not overstimulating for children | * Ongoing * Reviewed July 2024 | All staff specifically;   * Headteacher * SENDO * Class teachers | Lesson observations show that all pupils are able to access their indoor/outdoor environments, have their learning needs met and appropriately challenged |
| 1. To ensure pupils with medical needs are fully supported | * Staff training to be kept up to date * All staff to be aware of first aiders in school * Care Plans to be completed at the start of each academic year, reviewed termly and shared with appropriate staff * Staff are aware of Medical Conditions Policy | * As required * Termly * Reviewed July 2024 | All staff specifically;   * Headteacher * First Aid Leaders * DP Manager * SENDCO * CPD Co-ordinator | Specific staff are clear about the procedures in place for children with medical needs |
| 1. To ensure pupils with mobility issues can be safely evacuated | * All personal emergency evacuation plans (PEEPs) are in place and up-to-date. * All staff concerned know about them | * On-going * Reviewed July 2024 | All staff specifically;   * Headteacher * DP Manager * SENDCO | Fire evacuation drill is run successfully |

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| **Aim 3: To improve communication between school and pupils, parents / carers and other members of the school community** |

| **TARGET** | **ACTIONS** | **TIMESCALE** | **RESPONSIBILITY** | **SUCCESS CRITERIA** |
| --- | --- | --- | --- | --- |
| 1. To continue to share information with parents and pupils who have specific learning disabilities e.g.; visual impairments | * Work with agencies to explore different media for children and parents * Continued use of strategies such as visual aids, sign language, coloured paper, overlays, different fonts etc. | * Ongoing * Reviewed July 2024 | All staff specifically;   * Headteacher * SENDCO * DP Manager | * Feedback from parents and pupils who have specific learning difficulties will be positive |
| 1. To provide opportunities for the ‘child’s voice’ to be heard | * Children evaluate targets and contribute to new ones * Whole school, children’s questionnaires * Children’s view is sought for referrals, annual reviews, PEPs etc. * Child’s attendance at meetings, when appropriate | * Termly * Autumn term 2023 * Ongoing * Reviewed July 2024 | All staff specifically;   * Headteacher * SENDCO * DP Manager * PHSE Lead | * Feedback from children who have been involved in these processes will be positive. |
| 1. To improve accessibility of communication to all parents/carers | * Introduction of School Ping * Launch of new website (including staff training)   Continued use of:   * Big Word * Face to face to face meetings * Letters written in home language * Face Book * Text message service * Emails | * Ongoing * September 2023 * Reviewed July 2024 | All staff specifically;   * Headteacher * SENDCO * DP Manager | * Feedback from parents in regards to the accessibility of information will be positive. |
| 1. To gather parent’s views and opinions and, where appropriate, act on these | * Use of google vote to show preferences e.g.; style of parent’s evenings * Online parent questionnaires | * Ongoing * Autumn term 2023 * Review July 2024 | All staff specifically;   * Headteacher * Deputy Headteacher * PHSE Lead | Parents/carers feedback that they feel included in some of the decision making by the school and that their views are heard will be positive. |

# Appendix

**Definition of Disability, as amended by the Equality Act 2010**

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls ‘a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’. This includes everyday things like eating, walking and personal hygiene. Those who have had a disability in the past that meets this definition are also protected by the Act.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

* Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
* HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
* Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
* People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

* The length the effect of the condition has lasted or will continue: it must be long term. ‘Long term’ means that an impairment is likely to last for the rest of the person’s life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
* Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
* If the activities that are made more difficult are ‘normal day-to-day activities’ at work or at home.
* Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

**For example:**

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects. Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

**Definition of Special Education Needs**

A child or young person has **special educational needs** if they have a learning difficultywhich calls for special educational provisionto be made for them.

A child or young person has **a learning difficulty** if they have significantly greater difficulty in learning than the majority of children and young people of the same age.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.