

# Equality Policy, Objectives and Accessibility Plan

## Vision

To have nurtured children to love learning, love one another and love God.

*'Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself'*

## Pupils' Voice

"Everyone should have the same chance to do things otherwise it's not fair."

"Everyone is an insider, there are no outsiders - whatever their beliefs, whatever their colour, "gender or sexuality"

Archbishop Desmond Tutu February 2004

Policy drafted by: Alison Bateman

Policy agreed by: PPC committee

Date: Summer 2021

Review: Summer 2022

Our Vision at Holy Trinity is:

**To have nurtured children to love learning, love one another and love God.**

Following the example of Jesus to *'love your neighbour as yourself'* we celebrate the individuality, dignity and equal value of all. As an inclusive school we seek to reflect this in the everyday life of the school and live it out through the Christian values of love, community and aspiration. Commitment to and the promotion of equality is essential to Holy Trinity's success in both delivering a high quality education for all pupils and in providing an environment where all staff can thrive and reach their potential.

Holy Trinity is bound by the provisions of the Equality Act 2010 which incorporated previous provisions on gender, gender reassignment, race, disability, religion or belief, sexual orientation, pregnancy and maternity and age. We must also:

- publish information to show compliance with the Public Sector Equality Duty
- publish an accessibility plan
- publish equality objectives that aim to
  - a) eliminate unlawful discrimination, harassment and victimisation;
  - b) advance equality of opportunity between different groups; and
  - c) foster good relationships between different groups.

Our policy is based on the following principles:

1. All are of equal value
2. Recognising and respecting difference and celebrating diversity
3. Positive attitudes and relationships and a shared sense of cohesion and belonging
4. Fairness, dignity and justice for all
5. Good equalities practice in staff recruitment, retention and development
6. Seeking to overcome inequalities and barriers to opportunity
7. High expectations of and for all

#### **Policy Objectives:**

- To ensure that our school Vision and Values permeate the whole life of the school
- To ensure that all children benefit from a high quality education in a Christian community that enables each to fulfil their potential regardless of gender, race, disability, religion, belief or sexual orientation
- To promote a sense of belonging in our school community by celebrating its diversity in terms of race, gender and disability- for example through collective worship, books, the curriculum and the environment
- To regularly review the curriculum to ensure that opportunities for local, national and global community cohesion are promoted

- To analyse evidence and data on pupils' attendance, achievement and progress and use this to inform strategies for raising achievement and promoting pupil wellbeing
- To monitor the progress and attainment of different groups of children such as SEND, EAL, vulnerable pupils including those in receipt of Free School Meals and Pupil Premium Grant, Children Looked After and pupils of all ethnicities in order to ensure good outcomes for these children.
- To provide an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- To challenge any negative attitudes about disability and promote a culture of awareness, tolerance and inclusion.
- To monitor pupil participation in sporting activities to ensure opportunities are available to all.

This will be achieved by:

- Monitoring data that the school tracking system provides enabling interventions to be put in place as necessary to improve outcomes
- Regularly reviewing strategies for improving the outcomes of children taking particular note of children with SEND or in receipt of the Pupil Premium Grant
- Following clear procedures for dealing with any racist or prejudice based incidents which are subsequently reported to Achieving for Children on a termly basis
- The curriculum, collective worship and visitors will promote tolerance and understanding of different faiths and beliefs
- The Pupil Premium Grant strategy will support children in receipt of this grant
- The Accessibility Strategy will seek to ensure that the physical environment of the school enables accessibility for all members of our community
- The Accessibility Strategy will seek to ensure that the curriculum is accessible to all children by making reasonable adjustments so that children with a disability are as equally prepared for life as are able-bodied pupils.
- The Accessibility Strategy will seek to ensure that information is accessible to children, staff, parents and visitors with disabilities
- To ensure the Accessibility Strategy is regularly reviewed and acted on.

## **Roles and Responsibilities**

School governors are responsible for:

- Monitoring that the school is compliant with current equality legislation
- Annual monitoring by the PP&C Committee to ensure that the policy and procedures are implemented

The headteacher is responsible for:

- ensuring that procedures are followed
- ensuring all staff are aware of their responsibilities and receive training and support in carrying these out
- taking appropriate action in response to issues arising
- ensure the policy is available for scrutiny by governors, staff, parents and children

All school staff are responsible for:

- modelling good practice and our school vision and values
- dealing with discriminatory incidents
- promoting equality

Children are responsible for:

- showing our school vision and values
- following school rules
- remembering and upholding our behavioural and anti-bullying expectations

Visitors are responsible for:

- upholding the principles of our equality policy

**Responsibility for overseeing equality practices in school lies with a named member of staff and governor.**

Responsibilities include:

- Coordinating and monitoring work on equality issues
- Monitoring and responding to reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of children
- Monitoring attendance
- Monitoring exclusions

The named staff member is: Alison Bateman, Headteacher

The named governor is: Rushab Haria

### **Monitoring, Reviewing and Assessing Impact**

The Equality Policy is supported by an Accessibility Plan. The plan is monitored to ensure Holy Trinity is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage any section of the community.

Monitoring would identify any pattern of inequality which would then inform future planning.

Links to other policies:

SEN policy

Behaviour and anti- bullying policy

Supporting pupils with Medical Conditions Policy

Pupil Premium Strategy

## Equality Objectives

Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act (gender, disability, gender reassignment, pregnancy and maternity, race, religion and belief, and sexual orientation), but may refer also to groups disadvantaged by social and economic factors.

Objective set Date: June 2021	Reason:	To achieve this:
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>All children are able to access all rooms and outside areas required to receive a broad curriculum</li> <li>To adapt the environment to respond to identified needs</li> </ul>	<ul style="list-style-type: none"> <li>To enable disabled children staff and parents to access all areas of the school and all activities that are accessible to non-disabled stakeholders.</li> <li>To foster a culture that is responsive to need</li> </ul>	<ul style="list-style-type: none"> <li>Keep a register of disabled stakeholders and reasonable adjustments needed by them</li> <li>When identified, ask disabled stakeholders for their views regarding accessibility</li> <li>Consider access for all as part of regular premises walks</li> </ul>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Teachers have knowledge and skills to support children with different learning styles and with specific learning needs</li> <li>Teachers ensure that all children can access our curriculum</li> <li>Children have a greater understanding of disability, gender, race, religion and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>To foster a culture that is responsive to need</li> <li>To ensure children can access school trips and visits</li> <li>So children relate to disabled stakeholders positively</li> <li>So children have an understanding of diversity in its broadest sense</li> </ul>	<ul style="list-style-type: none"> <li>Staff are trained and supported to respond to the needs of individual children</li> <li>Staff are trained to feel confident in discussing all aspects of diversity</li> <li>Promote inclusivity through positive role models of different race/disability etc through Collective Worship/Values and the PSHE, Jigsaw, RE and RSE Curriculum and through appropriate links to the broader curriculum</li> </ul>
<p><b>Information</b></p> <ul style="list-style-type: none"> <li>Ensure information is provided in preferred formats and adapted as necessary to be made accessible to these unable to in current formats</li> </ul>	<ul style="list-style-type: none"> <li>To ensure parents can engage at parents evenings</li> <li>To ensure parents are aware of all key information about school and their children</li> </ul>	<ul style="list-style-type: none"> <li>Parents will feel informed and valued</li> <li>Staff will be aware of language barriers of EAL parents and seek solutions eg interpreters/translators etc</li> <li>Children will be supported by parents having access to all information</li> </ul>

## Accessibility Plan

This identifies alterations and adjustments that have been made or are considered necessary to meet the needs of members of our community who may be disabled.

### 1. Access to the Physical Environment

<ul style="list-style-type: none"> <li>All children are able to access all rooms and outside areas required to receive a broad curriculum</li> <li>To adapt the environment to respond to identified needs</li> </ul>					
	Practice	Actions	Person responsible	Timescales	Outcome
1.1	The school is single story throughout	Ensure wheelchair access is possible	TB/AO	Ongoing	All areas of the main school building are accessible
1.2	The playgrounds are level and accessible	Ensure wheelchair access is possible	TB/AO	Ongoing	Playgrounds are accessible
1.3	Ramped access is provided to Kingfisher and the Hub	Maintenance and checks	TB/AO	Ongoing	Outdoor classrooms are accessible
1.4	Disabled toilet with wet room	Servicing and maintenance checks	TB/AO	Ongoing	Disabled pupils and adults have toilet/shower facilities
1.5	Personal Emergency Evacuation Plans (PEEPs) for pupils as necessary	Ensure PEEPs are kept up to date	FW	Ongoing	Pupils with disabilities are able to evacuate safely in an emergency
1.6	Risk assessments are completed for disabled pupils as necessary	Ensure risk assessments are completed	FW	Ongoing	Pupils with specific disabilities have personalised risk assessment
1.7	Blinds are fitted in all classrooms to prevent light glare	Maintenance and checks	TB/AO	Ongoing	Children have good visibility of teaching resources
1.8	Disabled parking is available in the car park	Ensure disabled parking space is kept available for any disabled member of staff or visitor	All Staff	As necessary	Disabled staff or visitors have access to disabled parking space
1.9	Signs and the school environment support the visually impaired	Consider visual contrast of walls, floors, surfaces	TB/AO	As signs are replaced and walls/flooring are being replaced	Visually impaired staff, pupils, parents and visitors can navigate around school safely
1.10	Support available for deaf parents/children	As necessary	FW	As needed	Employ a member of staff that is trained in British Sign

				Hearing loops/equipment hired as necessary from local authority	Language if the need arose School to buy in a recommended signer to enable parents to access school meetings including parents evening
1.11	Risk assess the environment for pupils with SEND related to needs as necessary	As necessary	FW/AO	Annually when pupils change class or when new pupils start school	Inclusion Lead will advise class teachers/Finance Manager of any adaptations necessary to remove barriers to learning.
1.12	Fire alarms will have visual alerts so that all staff/pupils/visitors will be aware of alarms	If alarms are replaced, replace with one that has a visual alarm and variety of alarm options	AO/CB	When equipment needs to be replaced	All staff/pupils/visitors will be aware of alarms and be able to respond accordingly

## 2. Improving Access to the Curriculum

<ul style="list-style-type: none"> <li>• Teachers have knowledge and skills to support children with different learning styles and with specific learning needs</li> <li>• Teachers ensure that all children can access our curriculum</li> </ul>					
	Practice	Actions	Person responsible	Timescales	Outcome
2.1	Sensory cushions are provided to support posture and reduce barriers for those with attention difficulties.	Class teachers to observe/identify potential needs	FW	Ongoing	Pupils will be helped to maintain good posture and to sustain attention
2.2	Fiddle toys/resources are provided for children with attention difficulties, anxiety and sensory processing needs in order to support attention and reduce anxiety	Teachers and support staff to observe and request from Inclusion Lead	FW	Ongoing	Children with attention needs and anxiety will be supported to access the curriculum and whole school events
2.3	Sensory diet is put in place for identified children and movement breaks are incorporated into whole class lessons.	Inclusion Lead to assess need	FW in liaison with OT	Ongoing	Children with sensory integration difficulties are able to self-regulate and increase their attention in the classroom
2.4	ADHD training has been provided so all staff have an awareness of the condition and how to seek to remove barriers to inclusion	Continue to ensure appropriate support/measures are in place for individual pupils	FW	Ongoing	All staff have an understanding of the condition and strategies to support pupils

2.5	Ear defenders are provided to pupils who have sensory processing needs (as necessary)	Class teachers to observe/identify potential needs	FW	Ongoing	Children with sensory processing needs can access the classroom and whole school events without experiencing distress
2.6	School SALT assesses needs of pupils with speech, language and communication difficulties	Class teachers to observe/identify potential needs and inform inclusion lead	FW	Ongoing	Children with SLCN will be supported effectively to communicate and understand
2.7	School draws on advice from a wide range of external services including therapies, EP service and inclusion service	Inclusion Lead to make referrals as required	FW	Ongoing	Equipment, reasonable adjustments and recommendations are in place to support pupils
2.8	Sensory room available for children experiencing anxiety or distress	Maintain equipment/furnishings	FW	Ongoing	Quiet/relaxing space is available to pupils experiencing anxiety or distress.
2.9	School makes applications for access arrangements for statutory assessments	Inclusion Lead alongside class teachers	FW	Ongoing	Children are supported to access national statutory assessments
2.10	Sports days and trips are inclusive enabling all children to participate	Pre-planning, risk assessments and communication with parents	All staff	Ongoing	All pupils will be able to participate and experience success
2.11	Personalised timetables for identified pupils with SEMH	Assess needs alongside external agencies	FW/ class teachers	Ongoing	Anxiety and emotional difficulties for pupils is reduced by adapting timetables to meet needs
2.12	Staff will use dyslexia friendly practices for a dyslexia friendly classroom	Monitor dyslexia friendly practices across school and write a dyslexia policy	FW	Autumn 21	Pupils with SpLD/dyslexia will be able to access the curriculum and make good progress
2.13	Plan for activities/nurture group to support vulnerable children during lunch times	Identify a member of staff to take a lead on this	Nurture Lead?	Autumn 21	All pupils will have appropriate friendships and activities to engage with

### 3. Improving Access to Information

- Ensure information is provided in preferred formats and adapted as necessary to be made accessible to those unable to access it in current formats within a reasonable timeframe

	Practice	Actions	Person	Timescales	Outcome
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			<b>responsi ble</b>		
<b>3.1</b>	SEN information is published on the website with links to AfC local offer	Review annually	FW	Annual Review	All parents will be able to access information about how school meets the needs of pupils with additional needs
<b>3.2</b>	EHCPs and SEN support plans are in place for children with identified SEN and are easily accessible to all staff working in each class. Reasonable adjustments are set out in both.	Monitor implementation of advice in SEN support plans and EHCPs	FW	Ongoing	Parents are informed about their child's needs and provision. Children have improved access to the curriculum
<b>3.3</b>	All EHCP documentation is sent via secure email to parents and professionals		FW	Ongoing	
<b>3.4</b>	Identify parents who may have visual or hearing impairments to ensure appropriate means of communication is available	All staff	FW	As and when needed	Pupils and adults with hearing impairments will have full access to communications
<b>3.5</b>	Ensure that families have easy access to written information	Ensure all communication is written in a way that can be understood by its audience.	All staff	Ongoing	Families will be able to access information about the school and their child. They will feel informed.