



## Lyng Church of England Primary School Equality and Accessibility Policy.

<b>Review Body:</b>	Governing Body
<b>Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	Statutory
<b>Review Period:</b>	3 yearly
<b>Reviewed:</b>	Summer Term 2020
<b>Next Review:</b>	Summer Term 2023

### Introduction

This policy reflects the legal duties set out in the Equality Act 2010 and further guidance in 2012.

In 2010 the single Equality Act replaced all existing equality legislation such as the Race Relations Act and the Disability Discrimination Act.

The Act provides a single, consolidated source of discrimination law. These responsibilities are exactly the same duties as existed under the Disability Discrimination Act and have been replicated in the Equalities Act 2010.

From September 2012, the reasonable adjustments duty for schools and education authorities included a duty to provide auxiliary aids and services for disabled pupils. The reasonable adjustments duty is owed to disabled pupils, as defined in the Equality Act 2010.

The Act states that a pupil has a disability where an individual has a physical or mental impairment and the impairment has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.

In line with our public sector duties at Lyng Church of England Primary School we will take steps to: advance equality of opportunity; foster good relations; eliminate discrimination or prejudiced – based bullying across all the protected characteristics within the school community.

The protected characteristics are

- Age,
- Ethnicity
- Gender reassignment,
- Disability,
- Marriage and civil partnership,
- Religion and belief,
- Pregnancy and maternity,
- Gender,
- Sexual orientation

### Our Equality Objectives

- To ensure that everyone feels valued and is treated fairly and respectfully.
- To develop everyone's self-esteem and self-worth, with recognition of themselves and others as unique individuals.
- To develop everyone's ability to achieve their personal best, from whatever the starting point.
- To recognise and respect difference, and the rights and opinions of others.
- To foster positive attitudes and relationships and a shared sense of cohesion and belonging.

- To recognise that people have different needs and understand that treating people equally does not always involve treating them the same.
- Ensure that we as a school are meeting our statutory duties.
- To take positive steps to ensure that disabled pupils can safely and fully participate in the curriculum provided by our school, by removing barriers to learning; and being able to enjoy the benefits, facilities and services that the school provides for pupils ensuring that reasonable adjustments are made as required.
- To observe good equalities practice in staff recruitment, retention and development.
- To monitor our provision to ensure that it accords with the changing needs of our pupils and staff.
- **This means**
- We actively encourage pupils and staff and expect everyone to treat others with dignity and mutual respect.
- We consider and implement ways in which our teaching and the curriculum helps pupils understand and value the diversity that surrounds them, to actively promote positive attitudes and challenge prejudice and stereotyping.
- We take reasonable steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.
- We make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school.
- We ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We seek the views of pupils, parents as well as advisory staff and outside agencies and partnerships with other schools where this is needed to secure and improve accessibility.
- We monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics.
- We expect that all staff will be role-models for equal opportunities, and be able to identify and challenge prejudice and stereotyping.
- We will set out training and awareness sessions as needs arise, and include regular training in the process for reporting, dealing with and following up incidents of prejudice-related bullying.
- We welcome a diverse range of candidates and encourage those who are currently under-represented to join.
- We will maintain and update an equality and accessibility policy on the school website to show how it we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- We aim to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary (NCC policies will have already had EIAs (equality impact assessment) carried out).

### **Our school site**

Lyng CE Primary School is a village school with an intake of 15 pupils per year. The school building is on a sloping site, and the interior is split level, divided by stairs. The school has a lift to enable access to both main floors. The building is well maintained and all classrooms wide doors. Outside there is a shallow slope to the main entrance, and a slope from the side to the rear of the building, via the playground. A disabled toilet facility is located in Oak Classroom.

**The Accessibility Plan** is structured to complement and support the school's Equality Objectives. It sets out the proposals of the Governing Body of the school to secure access to

education for disabled pupils in the three areas required by the planning duties and contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of accessible information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats.

## **Responsibilities**

### **Governing Body**

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

### **Headteacher**

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.
- Compile an annual 'Equality and Accessibility Report' to the Governing Body.

### **All staff**

- All staff are responsible for delivering the policy both as employees and as it relates to their area of work: Participation in all aspects of school life; Equality and diversity – behaviour and exclusions, pupil achievement, Curriculum Content.
- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.

- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

#### **SENDCo**

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Ensure quality provision for all SEN pupils based on need.

#### **Pupils**

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

#### **Visitors (e.g. parent helpers, contractors)**

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.