



BRIDGEWATER
PRIMARY SCHOOL

EQUALITY SCHEME & ACCESSIBILITY PLAN

2020- 2024

1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community.

Our equalities and human rights agenda is about proactively working to address inequalities and improving lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This document serves a few purposes, it sets out our schools overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the equality groups protected by the Equality Act 2010, it sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school an equitable, respectful and fair place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name Signed..... Date.....

Signed by Chair of Governors

Name Signed..... Date.....

2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people, and how well we are doing to attain them.

The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

The school is obliged to:

- Eliminate discrimination and harassment, tackling prejudice
- Avoid and deal with any victimisation that takes place following a complaint relating to equality;
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities;
- Promote positive attitudes and understanding of the protected groups
- Encourage participation by minority and under-served groups in school life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people), this includes using positive action measures where needed
- Conduct equality analysis, and draw up a relevant scheme and publicise it.

3. School values, ethos /Mission Statement

*'Nurturing Life Long Learners
Where Every Step Makes a Big Difference'*

Our mission is:

- Make a difference in children's lives; see them grow and become confident young people by opening doors to new opportunities and ensuring choice.
- Foster a belief in achievement built upon aspiration so that all children enjoy learning and achieve across the curriculum.
- Cultivate talent by giving all children access to enjoyable, exciting learning opportunities with innovative challenges and experiences.
- Guarantee teaching and learning that ensures the basic skills in preparation for the future by developing successful, independent, creative, resilient thinkers.
- Provide a nurturing, stable, safe and friendly community built on mutual trust that promotes learning.
- Instil a determination to succeed by modelling and developing the continuous improvement of ourselves and others.
- Ensure children know their successes by promoting a sense of pride in all children's abilities and achievements.

4. School profile

- The school serves Little Hulton, Worsley.
- The majority of children are of white British background.
- Bridgewater Primary School has 13 out of 17 possible ethnic groups. Those with 5% or more are: – 65%: White - British – 8%: Mixed - any other mixed background – 6%: White - any other White background – 6%: Any other ethnic group – 6%: Black or Black British – African.
- 19% of pupils have English as an additional language.
- The school serves an area of high deprivation. The percentage of children eligible for free school meals is well above the national average at 56%.
- Currently, 18.5% of the children in school are on the SEND register.

5, Equalities objectives

Having outlined our school strength and challenges, we have identified the following 2 priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

Objective	Activity	Outcome Sought
To improve early learning for economically disadvantaged children	Deliver Speech and Language support through ELKLAN and the use of a bought in speech and language therapist	Children in Early Years narrow the gap with their peers
To improve the achievement of economically disadvantaged children	Use the Pupil Premium to improve learning outcomes for this group. Reading Recovery teacher to narrow the gap for children who struggle to read.	Narrow the gap between this group and their peers nationally

We identified these objectives based on the percentage of children in school who qualify for Free School Meals, a marker for economic disadvantage.

6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

7. Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations
- Countering myths and misinformation that may undermine good community relations;

9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities, and the Human Rights Act 1998. We demonstrate our approach via; *delete the next bullet points as appropriate*

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation.
- Rich learning experiences about human rights inside and outside of the classroom

10. Engagement and Involvement

We will involve staff, governors and the wider school community in any reviews of this scheme.

11. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or 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.

12. Roles and Responsibilities for Implementing the Single Equality Scheme

The governing body, headteacher, senior management team and line managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Body quarterly, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Body will:

- designate a governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- ensure that the action plans arising from the Scheme are part of the school development Plan
- evaluate and review this scheme termly basis

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them
- be aware of the implications of the Scheme for their planning, teaching and learning strategies

- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

13. Annual report and review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice. The scheme will be reviewed on a termly basis by the headteacher, senior staff and the governing body (School Effectiveness sub- committee).

14. Information, feedback and complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans, or if you wish to make a complaint, please contact;

Accessibility Plan



BRIDGEWATER
PRIMARY SCHOOL

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

- Ensuring its definition is delivered in our school. "It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity".
- Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.
- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled
- The Equality Act 2010 builds on existing responsibilities to ensure pupils, parents, carers and staff are consulted by the school to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the school and reasonable adjustments made to provide equality of opportunity for all. We will promote disability equality.

Guidelines and Aims

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of The Equality Act 2010. We will consult with the school community to identify barriers to inclusion and establish short term and long term targets to accessibility.
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs.
- We will prioritise sufficient resources to support the actions identified in this plan.

Definition of ‘Disability’

The Equality Act 2010 defines a disabled person as someone who has: ‘A physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities.’ ‘Long term’ means at least 12 months. ‘Substantial’ means ‘more than minor or trivial.’ This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette’s syndrome.

It is important that staff are aware that, although a pupil, parent/carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

Accessibility Action Plan

1. Our Accessibility Action Plan sets out the proposals of the governing board of our school to increase access to education for disabled persons in the three areas required by planning duties in the DDA: Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Aim: Increase access to the curriculum for pupils with a disability.				
Objectives	Actions	Person Responsible	Timescale	Success Criteria
All Subject leaders consider how their individual curricula can be adapted to meet the needs of individual learners.	All curriculum leaders have included a SEN statement into their curriculum plans. Plans and relevant documentation is reviewed on a termly basis to ensure any new needs are met.	Curriculum leaders Class teachers	Ongoing	All staff are confident that children’s needs are met
Staff meeting time for SENCO to show staff resources available to adapt delivery and access eg overlays.	SENCO has staff meeting time once a term to discuss SEND needs and resources. They have a resource audit. Confidence of staff will be developed and teachers will feel confident in	SENCO Class Teachers	Ongoing	Staff are aware of their responsibilities under the Equality Act of 2010.

	meeting the needs of all children.			
Continue to develop and enhance knowledge of responsibilities under the Equality Act 2010	Ensure all staff are trained in responsibilities under the Equality Act 2010	SLT SENCO	Ongoing	Staff are aware of their responsibilities under the Equality
Enhance access to and participation in the National Curriculum and the wider curriculum for disabled pupils and for those with Special Educational Needs through effective provision management and consultation.	CPD for staff on enhancing the knowledge and confidence amongst staff on approaches to teaching SEND & disabled pupils. SENCO to coordinate support from specialist external agencies.	SLT SENCO Governors	Ongoing	Increased access to and participation in the National Curriculum and the wider curriculum for disabled pupils and for those with Special Educational Needs through effective provision management and consultation.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	SLT/ SENCO	Annually	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.

Aim: Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objectives	Actions	Person Responsible	Timescale	Success Criteria
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual	SLT SENCO SBM	Ongoing	Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation

and independence of all pupils and adults alike	class bases, subject to funding.			and independence of all pupils and adults alike.
Ensure that all areas of school building and grounds are as accessible for all children and adults as possible and to continue to improve the access of the physical environment for all	SLT, SENCO & SBM to check accessibility of school buildings and grounds. Actions put into the school building plan.	SLT SENCO SBM GOVS	Ongoing	Ensure that all areas of school building and grounds are as accessible for all children and adults as possible and to continue to improve the access of the physical environment for all.

Aim: Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Objectives	Actions	Person Responsible	Timescale	Success Criteria
Increase training on communication and print with all staff.	Through learning environment walks and book looks, ensure that information is communicated effectively to all pupils.	SLT SENCO SBM GOVS	Ongoing	Information is communicated effectively to all pupils.

Monitoring Arrangements

This document will be reviewed every two years, but may be reviewed and updated more frequently if necessary.

Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Single Equality Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Health & Safety Policy
- Special Educational Needs Information Report & Policy
- Behaviour Management Policy
- School Improvement Plan