

"Enabling every child to achieve their best"

Equalities Policy



Reviewed annually by Governors

Review date: September 2024

Signed:

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1. Introduction

1.1 Background

The Equality Act 2010, which came into force on 1 October 2010, replaces the existing anti-discrimination laws with a single Act, this policy therefore brings together our previous policies on Equal Opportunities, Race, Disability and Gender and now protects children, staff and parent/carers from discrimination, harassment and victimisation based on all Protected Characteristics (race, disability, sex, religion or belief, sexual orientation, marriage and civil partnerships, pregnancy and maternity and gender reassignment).

This policy is guided by the principles and steer from

- o Equalities Act 2010
- o Human Rights Act 1988
- o Keeping Children Safe in Education 2018
- o Counter Terrorism Act 2015 (PREVENT duty)
- o Education Act 2002

NB: Age is now also a protected characteristic but does not apply to children in school. It does, however, still apply to staff and parent / carers.

1.2 Our Commitment

At Fullwood Primary School we are fully committed to equality. We understand that pursuing excellence for our pupils goes hand in hand with pursuing justice and equality. It is our duty to promote equality of opportunity and good relations between people alongside positive attitudes.

1.3 The School Context

- Fullwood Primary School serves a diverse and vibrant community. C.95% of our pupils are from ethnic minority backgrounds and speak English as an additional language. The main minority ethnic groups are: Asian/Asian British – Indian, Pakistani, Bangladeshi and Sri Lankan Tamil
- We view this as strength and seek to ensure this is reflected and incorporated into our curriculum.

We are an inclusive school and welcome all pupils and adults regardless of race, gender, language, religious belief, class, disability or cultural background. We seek to demonstrate this in how we interact with each other and through our school environment. Every child matters to the staff of Fullwood Primary School.

Please see Appendix C for our school vision and equality aims.

2 . Legal Definitions

2.1 Unlawful Discrimination

Unlawful discrimination is defined in the Act as:

- Direct discrimination – treating a person less favourably on prohibited grounds (gender, gender identity, race, disability, sexual orientation, religion or belief, age, socio-economic status) than another would be treated in comparable circumstances, where the treatment cannot be objectively justified (e.g. by a genuine occupational requirement)

- Indirect discrimination – when a rule, condition or requirement, which applies equally to everyone, has a disproportionately adverse effect on people from a particular group (i.e. due to race, religion or belief, sexual orientation, age, gender, marital status, gender identity), and there is no objective justification for the rule.
- Discrimination arising from disability – This occurs when a disabled person is treated unfavourably because of something connected with their disability and this unfavourable treatment cannot be justified. Treatment can be justified if it can be shown that it is intended to meet a legitimate objective in a fair, balanced and reasonable way. If this can be shown then the treatment will be lawful. This form of discrimination can occur only if the service provider knows or can reasonably be expected to know that the disabled person is disabled.
- Failure to make reasonable adjustments (for disabled people)
- Discrimination by association or perception – the 2010 Act extends the scope of the legislation to protect people who 'associate' with others with the protected characteristics, for instance people who are related to or who care for someone who is disabled. Protection includes perception (e.g. discrimination based on the belief that someone is gay, disabled or has a particular belief)

2.2 Harassment

Harassment is defined in the Act as:

Any unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. This definition is limited to anti-discrimination legislation and therefore only applies to harassment on grounds of sex, race, disability, sexual orientation, religion, belief or age.

2.3 Victimisation

Victimisation is defined in the Act as:

Treating people less favourably because they have made a complaint or intend to make a complaint about discrimination or harassment, or have given evidence or intend to give evidence relating to a complaint about discrimination or harassment.

2.4 Burden of Proof

The Act states that once an individual can show that there is an issue of potential discrimination, the burden of proof shifts to the employer to defend the case and show that the reason for difference in treatment is justifiable and not discriminatory.

2.5 Vicarious Liability

The Act states that employers are responsible for the discriminatory actions of their employees where such actions have been carried out during the course of their duties. The only defence for employers is to show that they have done everything reasonably practicable to prevent an employee committing an unlawful act. In practice, Courts and tribunals have regarded the following as 'reasonable steps'.

- Publishing a comprehensive equality policy
- Clearly communicating the policy to all staff
- Providing awareness training on the potential for, and implications of discrimination
- Training staff in good practice relevant to their jobs (e.g. recruitment, record keeping)

The act states that where an employer can show that appropriate steps have been taken to avoid discrimination, it is likely that the discriminator will be personally liable in the law.

2.6 Single Equality Duty

The 2010 Act introduces a new 'single' equality duty which brings together the three existing duties (race, disability and gender) and extends the duty to gender reassignment, age, sexual orientation and religion or belief. This new duty requires all public bodies to have 'due regard' to the need to:

- Eliminate discrimination, harassment, victimization and any other conduct that is prohibited
- Advance equality of opportunity between persons who share a relevant 'protected characteristic' and persons who do not share it
- Foster good relations between persons who share a relevant 'protected characteristic' and persons who do not share it.

2.7 Single Equality Action Plan

This document should bring together all planned actions for meeting and implementing statutory duties. It should be reviewed every three years.

3. Disability: Statement of Intent

This section should be read in conjunction with the school Special Educational Needs Policy

3.1 Definition of disability

- The 2010 Act abandons the previous list of capacities and defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.
- The Act allows the making of reasonable adjustments to pupils with a disability to put pupils on a level footing with those without a disability

3.2 Children with disabilities have full access to all the facilities and resources available in school. They will be given the additional resources needed to fulfil their full potential and will be given the opportunity to learn alongside other pupils of their age. Curriculum provision is tailored to ensure accessibility for children with special educational needs and/or disabilities.

3.3 We are committed to early intervention and supporting pupils through target setting and tracking.

3.4 We keep detailed records of academic and other progress made by pupils with disabilities and work hard to involve them in decisions made about their care and education. The school's provision map monitors achievement and the needs of these pupils across all six strands.

3.5 Resources that represent disabled people participating and achieving are incorporated across the curriculum. The staff will identify opportunities across the curriculum to challenge stereotypes about disability.

3.6 Pupils are discouraged from using derogatory language and commended when they challenge such language. Name calling and bullying is dealt with under the school's anti-bullying strategy.

3.7 Reasonable adjustments made to support pupils and staff with disabilities wherever possible

See Appendix F for Accessibility Plan and Action Plan.

4. Race Equality Statement of Intent

4.1 We are fully committed to race equality.

4.2 Fullwood Primary school recognises that racial discrimination exists in society and aims to counteract this by publicly supporting ethnic, cultural, religious, linguistic and social diversity. Good personal, community and race relations are actively promoted alongside community cohesion.

4.3 Clear procedures are in place to ensure that racist incidents, discrimination and harassment are dealt with promptly, firmly and consistently. Racist incidents are reported to the Governing Body termly meeting. Please see Appendices A and B for recording and reporting of racist incidents.

4.4 The school is committed to addressing racial discrimination in all its forms. This is reflected in our policy for appointing staff and governors and supporting pupils and parents.

4.5 Recruitment and selection procedures are consistent with the statutory race relations code of practice in employment. We follow the policies of the London Borough of Redbridge in reference to employment, pay and personnel practice.

4.6 The school environment, including displays, reflects the cultural diversity of the pupils.

4.7 Curriculum planning takes into account the diverse ethnicity, background and language needs of all its pupils. This is monitored by the school on a regular basis.

4.8 Teaching methods encourage positive attitudes towards ethnic differences, cultural and diversity and racial equality. The school actively ensures that all resources are inclusive.

4.9 All staff have equal access to training and this is reviewed by the Executive Headteacher and Associate Headteacher on an annual basis. Professional development meetings, appraisal and performance management takes place for all staff and is viewed as a positive

4.10 The school recognises the importance of language to a child's sense of identity and esteem and celebrates the home languages of all pupils. We do this through a number of strategies including the choices of learning journeys, the books and resources we use.

4.11 We are also aware of the languages spoken by pupils' parents and the school community and, when needed, use translators if practicable and available. Many of our staff are bilingual and actively use their skills to engage parents and pupils.

4.12 The school recognises that all parents are a valuable resource and we value their contribution to school life.

4.13 All pupils and staff have the opportunity to participate in festivals celebrating different faiths and provision is made for pupils to take time off for religious observance. There is a separate policy governing staff absence for religious observance.

4.14 The school values the achievements and progress of all pupils, including those from minority ethnic groups. Procedures are in place for monitoring all children's progress through tracking.

4.15 The admission process is fair and equitable to pupils from all ethnic groups. Pupils are admitted to the school through the admissions process of the London Borough of Redbridge.

4.16 All pupil attendance is monitored and steps are taken to deal sensitively with any issues causing concern.

See Appendix D for action plan

5. Sex / gender equality: Statement of Intent

5.1 The school recognises that gender discrimination exists in society and aims to counteract this by publicly supporting equality of opportunity between men and women, including boys and girls. Good personal and community relations are actively promoted alongside community cohesion.

5.2 The school is committed to addressing unlawful discrimination and harassment. Again this is reflected in our policy for appointing staff and governors and supporting pupils and parents and also within the recruitment and selection procedures used. All staff are eligible for job-sharing, maternity and paternity leave. In this regard the school follows the personnel and employment procedures of the London Borough of Redbridge.

5.3 Curriculum planning and the resources used actively promote positive gender roles and seek to expound stereotypes. For example, the school celebrates events such as International Women's Day

5.4 Pupils are discouraged from using sexist language and commended when they challenge such language.

5.5 At a practical level we will not separate pupils out on the basis of gender. This means:

- Registers are alphabetical not boys/girls
- Collaborative working will take place in mixed gender groups
- Boys and girls will wear the same uniform and PE kit with girls able to wear trousers if wished
- Boys and girls will have the same access to sporting and other activities
- Boys and girls are not lined up separately
- We expect boys and girls to achieve equally well and we monitor any gaps between genders
- We expect boys and girls to behave equally well
- Boys and girls will be expected to complete the same extra-curricular activities such as cooking and to carry out jobs such as carrying light furniture, tidying or washing up
- Boys and girls will work together in a constructive manner

5.6 The school will demonstrate sensitivity with regards to the privacy of pupils who are required to dress and undress in school for sports activities.

5.7 We will establish with parents whether a pupil can be assisted by a male or female staff in a medical emergency.

5.8 We will use our newsletters, and meetings with parents to inform our community of the ways the school has contributed to gender equality.

5.9 We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

5.10 Working with parents, families and outside agencies, the school will support students with their gender awareness, though we recognise reassignment in primary age pupils is rare.

See Appendix E for the action plan.

6. Religion/Belief: Statement of Intent

6.1 Regardless of the religion/belief and non-belief pupils will:

- Work and play together in a constructive manner
- Receive the support they need to achieve their potential
- Will be protected from name-calling and bullying
- Have access to resources and facilities

- Receive the support they need to achieve their potential
- Be involved in decisions made about their education and care as far as practicable
- Have the opportunity to learn about how to challenge discrimination

6.2 The heritage of all our pupils is recognised and appreciated as an aspect of their identity. The school will emphasise belonging to Fullwood Primary School and the community as part of that identity.

6.3 Pupils will be discouraged from using ageist or homophobic language and language that is intolerant of another's belief or religion.

6.5 We expect parents to adhere to the school ethos. This is carefully explained to parents at enrolment and through newsletters, parent workshops and other times when parents are spoken to collectively.

6.6 We will use resources that reflect religious diversity and those that portray people of all ages, religions and beliefs in a positive manner.

6.7 Pupils will have the opportunity to participate in religious education as part of the agreed RE syllabus as agreed by the local SACRE.

6.8 All pupils will be given the opportunity to observe religious and cultural traditions, especially at a time of important festivals such as Christmas, Eid, Diwali, Guru Nanak's birthday, Chinese New Year,

6.9 Pupils will be allowed two days religious observance as part of the agreed London Borough of Redbridge attendance policy.

6.10 All pupils will be allowed to adapt the school uniform and to worship in ways that do not conflict with the religious conventions of their home and this is balanced with consideration for health and safety.

6.11 The dietary needs of pupils will be met and the school offers halal meals, vegetarian meals as well as no beef or pork in any of the meals we provide.

6.12 People of all backgrounds are asked to participate in school life and we record and deal with matters of bullying and discrimination in a consistent and effective manner in line with London Borough of Redbridge procedures.

7. Sexual Orientation (including marriage and civil partnership, pregnancy and maternity): Statement of intent

7.1 We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

7.2 Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families

7.3 We are considering how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity

7.4 We aim to ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation

7.5 The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life

7.6 We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum

7.7 We use opportunities in weekly circle time sessions to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different

7.8 We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable

7.9 We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

8. Age equality: Statement of intent

8.1 We are fully committed to age equality for all adults who work in the school. No one should be treated differently because of their age.

8.2 The school recognises that it is unlawful to discriminate against anyone because of their age and that it makes good business sense to attract as diverse range applicants as possible for job vacancies.

8.3 The School is committed to eliminating discrimination based on age and will take appropriate steps to deal with actual or potential situations.

9. Community Cohesion: Statement of Intent

9.1 At Fullwood Primary School we benefit from a diverse and culturally rich community. Our immediate community consists of the pupils, the staff, parents and families. However, we also have many other partners within the educational process. It is helpful to see these partners at various levels.

- The school community: pupils, staff, parents and families
- The geographical community: those within the vicinity of our school.
- The extended community: Local Authority, link schools, and partners within the extended schools programme.
- The community of Britain: being a citizen of the United Kingdom.
- Global community: being a citizen of one world.
- Communities of interest: faith groups, language or ethnic groups, environment groups, clubs and communities of friends.

9.2 We intend to contribute to community cohesion by:

- Promoting understanding and engagement between communities through partnerships e.g. school links from local to internationally
- Encouraging all our pupils and their families to feel part of the wider community through an active Parent Association and school based events

- Understand and respond to the needs and aspirations of the school community by actively listening to the community e.g. parent, pupil and staff questionnaires, active governing body, regular coffee mornings, parent workshops
- Tackling discrimination
- Increase life chances for all by achieving high standards
- Ensuring the school curriculum and teaching explores and addresses issues of diversity

10. Roles and Responsibilities

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

10.1 The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly
- That procedures and strategies related to the policy are implemented
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

10.2 The Executive Headteacher / Associate Headteacher is responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality
- Overseeing the implementation of the Equality Policy with the named Equalities Link Governor
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

10.3 All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Not discriminating on grounds of race, disability, or other areas
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider

10.4 We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Pupils' progress attainment and assessment;
- Behaviour, discipline, anti-bullying and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Teaching and learning;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

Appendix A Incident Form

Nature of the Incident

Verbal abuse or threats including name calling, racist jokes, homophobia and insults regarding race, language or religion.	
Unwelcome gesture and/or aggressive body language.	
Refusal to co-operate with people because of their ethnic origin, language or religion.	
Physical assault.	
Any other- racist graffiti, written abuse, incitement to others to behave in a racist way.	

Please describe incident and include who was involved, date, time and place.

Action taken by the school

1. Have you acknowledged the situation and expressed disapproval?	
2. Have you supported, comforted and reassured the 'victim'? If this person has special needs it will be important to discuss this incident with the SENCo and classteacher.	
3. Have you responded to the 'perpetrator' and ensured you have separated out the behaviour from you response to the child as an individual?	
4. Have you counselled the perpetrator?	
5. Have you explained to those responsible, as well as onlookers, what is unacceptable about the incident?	
6. Have you informed the school co-ordinator for race equality, as well as the classteacher? If either of the pupils has SEN the SENCo will need a copy of this form.	
7. Do you feel the parents need to be informed of this incident?	
8. Any other recommended action:	

Document retained by Fullwood Primary School

Reporting and Recording of Racist Incidents
at
Fullwood Primary School

Appendix B: RACIAL INCIDENT ALERT FORM

Date of incident: <input type="text"/>	Date reported: <input type="text"/>
Who to? <input type="text"/>	Location of incident (address if pos) <input type="text"/>
VICTIM(S) Asian • Black • Chinese/Vietnamese • White • Other • Faith (If applicable) <input type="text"/>	
Victim Surname* <input type="text"/>	Address* <input type="text"/>
Victim gender: Male • Female •	
*not for schools. Give school name as address	
Age of victim(s) 0 – 9 • 10 – 17 • 18 – 29 • 30 – 59 • 60+ •	
Please note 'perpetrator' is to be read throughout this form as 'alleged perpetrator'	
PERPETRATORS	How many perpetrators? •
White • Asian • Black • Chinese/Vietnamese • Other •	
Male •	Apparent age of perpetrators: 0 – 9 • 10 – 17 • 18 – 29 •
Female • Faith of perp (if applicable): <input type="text"/>	30 – 59 • 60+ •
NATURE of harassment: Verbal • Written • Damage • Assault • Other •	
If repeat incident, give last RHRG No. <input type="text"/>	
BRIEF DETAILS of incident:	
IMMEDIATE ACTION taken by agency receiving report:	
RESTRICTIONS!! Victim not wish perp to be approached • Victim wants NO FURTHER ACTION •	
Victim not want further information shared with: <input type="text"/>	
(specify agency or agencies)	

Signed

Appendix C
Vision and equality values

At Fullwood Primary School

At Fullwood Primary School we believe in providing a safe and stimulating environment which enables every child to achieve their best through varied learning experiences so that they can be confident, happy, healthy pupils who are lifelong learners

- We value the rich diversity of our community and seek to include all through strong partnerships. We recognise the contribution of all our pupils, parents and other community partners.
- We expect our children to become confident learners who enjoy school and achieve highly. We will challenge our children to achieve their full potential and beyond.
- We enable our children to value themselves as people and recognise their abilities. We will ensure they are independent and able to recognise a healthy and safe life-style.
- We expect our children to make a full contribution to the school and wider community through celebration, awareness of others and citizenship.

Appendix D

Race Equality Action Plan

Responsible People

Members of staff for co-ordinating the development, implementation, evaluation and review of policy.

Name: H. Cilimkovic, Race Equalities Co-ordinator, Assistant Headteacher, SENCo
D. Visvanathan, Executive Headteacher / S. Ward, Associate Headteacher

Named governor for supporting the school, keeping up to date with relevant issues and attending any relevant training.

Name:

There are currently 3 pupils known to be refugee/asylum seekers.

Current concerns regarding under-achievement focus on pupils in the following groups:

- Late entrants into Y2 and beyond
- Progress of all pupils is monitored on an individual basis

Aims

To build on the school's core values and ethos to implement the Equalities Act 2010

- (i) to promote racial equality
- (ii) to promote good race relations
- (iii) to eliminate unlawful discrimination

Standards for Race Equality in School

We have carried out an audit of our provision according to the Standards. The seven areas for the standards are:

- Policy, Leadership and Management
 - Curriculum, Teaching and Assessment
 - Admissions, Attendance, Discipline and Exclusion
 - Pupils – Personal Development, Attainment and Progress
 - Attitudes and Environment
 - Parents, Governors and Community Partnerships
 - Staffing – Recruitment, Training and Professional Development
- We have chosen three areas to work on as a matter of priority.

These are:

1. Pupils – Personal Development, Attainment and Progress
2. Attitudes and Environment
3. Parents, Governors and Community Partnerships

1. Pupils – Personal Development, Attainment and Progress

Issue	Actions	Date by	Organised by
Continue to develop pupils' independence and other personal qualities that impact on achievement.	Opportunities for pupils to practise key skills for learning: Trips incl. residential Y5&6 to Gilwell, sleepovers for KS2.	Ongoing	R. Bateman
	Curriculum plans identify clear opportunities to develop skills.	Autumn term 2021	R. Bateman

2. Attitudes and Environment

Issue	Actions	Date by	Organised by
Foster and encourage attitudes of acceptance and tolerance amongst staff and children. To ensure that our classroom and school environment reflects	LT to encourage positivity throughout the school in the way they conduct meetings, assemblies and interactions with staff. Encourage staff to do the same with each other and children. Foster an open forum where teachers can challenge in cases where actions or words are not in line with our school ethos, and escalate to LT where necessary.	Ongoing	S. Ward
	Regular environment checks, incorporating checklists and various members of staff to ensure that displays reflect the diversity of our school community. Involve staff members in this, monitoring peer environments.	Ongoing	D.Visvanathan S. Ward

3. Parents, Governors and Community Partnerships

Issue	Actions	Date by	Organised by
To continue to support parents' understanding of how to support their child's developing independence.	Induction supports parents to engage with expectations of school.	June 2021	D Visvanathan
	Curriculum leaflets and meetings provide helpful information and opportunities for parents to engage with their child's learning.	September 2021	R. Bateman
	Family workshops engage hard to reach parents.	September 2021	C.Thompson
	Regular liaison and joint working with the Children's Centre engages hard to reach parents.	September 2021	C. Thompson
	Review homework and family learning projects.	May 2021	D.Visvanathan

Signed (Executive Headteacher) - Danvir Visvanathan

Signed (Chair of Governors) - Dipti Streatfield

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Appendix E: Gender Equality Action Plan

Responsible People

Members of staff for co-ordinating the development, implementation, evaluation and review of policy.

Name: Simon Ward, Associate Headteacher and Hanane Cilimkovic, AHT Inclusion

Named governor for supporting the school, keeping up to date with relevant issues and attending any relevant training.

Name:

Current concerns regarding under-achievement focus on pupils in the following groups:

- Late entrants into Y2 and beyond
- Attainment of girls in maths
- Attainment of boys in literacy
-

Aims

To build on the school's core values and ethos to

- to promote equality of opportunity
- to promote good gender relations
- to eliminate unlawful discrimination

We have carried out an audit of our provision and have identified the following two areas requiring development:

1. Pupils – Personal Development, Attainment and Progress

Issue	Actions	Date by	Organised by
Track data effectively to identify under performing groups and ensuring Pupil Premium pupils make rates of progress at least in line with non PP.	Data evaluated by LT and presented termly to Governing Body.	Ongoing	S. Ward
Provide opportunities for Pupil Premium pupils to excel within the curriculum and in school events by checking whether they are accessing after school clubs and opportunities within classrooms. Lesson observations to include this area of focus.	Use of the Conference Booklets by teachers to develop dialogue with parents.	Ongoing	S. Ward

Signed (Executive Headteacher) - Danvir Visvanathan

Signed (Chair of Governors) - Dipti Streatfield

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Appendix F

Disability Equalities **Accessibility Plan 2020 to 2023**

Introduction

The Equality Act 2010, which came into force on 1 October 2010, replaces the existing anti-discrimination laws with a single Act. There is a requirement upon the school to improve the school building and its resources.

This plan sets out the proposals of the governing body to increase access to education for disabled pupils in the 3 areas:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is required that the school's disability policy and accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached are the actions showing how the school will address identified areas.

The purpose and direction of the school's plan: vision and values

Fullwood Primary school expects all pupils to reach their full potential. We are an inclusive school and welcome all pupils regardless of race, ability, language or culture. We are especially ambitious for pupils who may have a disability. For these pupils it is especially important that the school gives them a full range of opportunities to learn new skills and develop their talents.

The National Curriculum is a common entitlement for all pupils. All teachers have a duty to meet the needs of their pupils and this may require modification of the programmes of study. It is also a requirement that pupils have full access to additional opportunities that enhance the basic curriculum entitlement.

At Fullwood Primary School we strive to remove barriers to learning for all pupils. Within our mission statement we aim to ensure that the attainment and achievement of every child are catered for. See attached aims.

As a school we are also committed in the widest sense to equality of educational opportunity for all.

We have identified the following priorities for the development of the vision and values that inform the plan :

- To provide further training to existing staff and induction to new staff
- To ensure that a copy of this document is referred to in all parental admissions meetings.
- To provide workshops to parents

Priorities for future consultation

- Seek parental views via annual reviews or progress reviews
- Seek pupil views through annual questionnaires
- SENCo to raise terms at meetings with staff including non-teaching staff

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum:

- Embed OoSHL opportunities for these pupils building an entitlement to one club per term as a minimum
- Use technologies more effectively with these pupils to ensure they are enabled to access the curriculum
- Provide in-house Speech and Language Therapy (SALT) within the school

Appropriate formats will be used in relation to the individual child's need. Within lessons the needs of all pupils will be met. In order to do this the following priorities have been identified:

- Use Braille, large print, sign language, picture word systems and audio tape where necessary
- Use of high visual materials via IWB technology
- Visual timetables will be used to support pupils with communication difficulties

The school will consult parents and take into account pupil learning styles. We will also use the expertise of LA support staff.

Making it happen Management, coordination and implementation

This plan will be reviewed and revised every three years by Curriculum and Standards Committee who will then pass recommendations on to the Resources Committee.

The plan will be evaluated by the Inclusion Manager through consultation with parents, pupils and staff. The gathering of evidence may include questionnaires and interviews. Outside support may also be enlisted.

The plan will be coordinated by the SENCo who will maintain and manage the plan and ensure it is put into effect.

This plan links very closely with the school's SEN policy, H&S policy, Curriculum Policy and Equalities Policy. Fullwood Primary School will take advice from outside agencies and the LA in keeping up to date with changes to legislation and in good practice.

The school plan and all policy documents are available from the school office on a written request. The usual amount of time given is 5 days and never longer than 10 days.

We have carried out an audit of our provision for children with disabilities and have identified the following areas requiring development:

Issue	To be responsible	Date by	Organised by
Embed the use of school tracking systems to monitor the academic progress of children with disabilities to ensure they are making expected or above expected progress.	H. Cilimkovic/S Ward	Autumn 2021	S. Ward
To ensure new Target Tracker observation tool effectively captures progress towards IEP/EHCP targets	H. Cilimkovic	Summer Term 2021	S. Ward
To ensure children with disabilities are represented in the	R. Bateman	Ongoing	S. Ward

School Council and Pupil Advocates.			
To ensure that all children with disabilities continue to have access to appropriate school trips.	R. Bateman	Ongoing	S. Ward
To ensure the environment supports children additional needs including provision at lunchtime	H. Cilimkovic	Ongoing	S. Ward