



EQUALITY POLICY AND ACCESS PLAN

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Please refer to the school's Child Protection Policy for more information.

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Agreed: February 2021
Next review: Spring 2024

Rodmarton School promotes a positive, inclusive climate in which all learners are entitled to equality of opportunity regardless of need because we believe that all members of our community are of equal worth.

The school has an equal access policy and aims to provide opportunities for learners to reach their full potential regardless of any learning difficulties, disabilities, social, gender, cultural, racial, linguistic or religious differences.

Equality applies to all members of the school community, learners, parents, staff, governors and other stakeholders. We believe that learning is enhanced when individuals of different abilities, skills and aspirations can work together in a common purpose. It covers not just teaching and learning, but lunchtimes, activities, trips, in effect: the whole life of the school.

We prioritise the wellbeing and progress of every member of our school through:

- **ensuring that all learners are as fully involved as possible in school life by identifying any barriers to their participation and achievement and finding practical solutions to overcome these barriers**
- **expecting that all pupils will make good progress and achieve to their highest potential**
- **fostering positive attitudes and relationships and mutual respect between groups and communities different from each other**
- **ensuring that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development**
- **recognising, respecting and valuing people of different identities because we understand that diversity is a strength which should be celebrated by all those who learn, teach and visit here**
- **promoting positive messages about equality and diversity through displays, assemblies, visitors and whole school events.**

So that all our children become:

- **successful learners who enjoy learning, make progress and achieve**

- **confident individuals who are able to live a safe, healthy and fulfilling life**
- **active and responsible citizens who make a positive contribution to the wellbeing of present and future generations.**

Our Equality Objectives are to:

- increase awareness and provide support for the emotional wellbeing of all pupils, including the provision of specialised nurture group activities for those pupils who would benefit from this additional support intervention.
- continue to increase participation by all pupils in competitive sports activities by providing additional opportunities to compete against other local schools.

Roles and Responsibilities

The Governing Body is responsible for

- ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Governing Body has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for:

- implementing the policy, ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of unlawful discrimination.

All teaching and support staff are responsible for:

- promoting an inclusive and collaborative ethos in their classroom
- challenging prejudice and discrimination
- dealing fairly and professionally with any prejudice-related incidents that may occur planning and delivering lessons that reflect the school's principles, for example, by providing materials that promote positive images in terms of race, gender and disability
- maintaining the highest expectations of success for all pupils • supporting different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.

Equal opportunities for staff

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development in line with the school's improvement priorities and performance management policy.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

ACCESSIBILITY MATTERS

The law on disability discrimination is different from the rest of the Equality Act because it says that you may, and often must, treat a disabled person more favourably than a non-disabled person.

A school must not discriminate against a pupil because of something that is a consequence of their disability. It is unlawful for a school to treat a disabled pupil unfavourably.

Definition of Disability

The Equality Act (2010) defines disability as when a person 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'.

We understand therefore that the definition of disability is broad and includes a diverse range of learners. People will be substantially affected by their disability in one of the following ways:

- Mobility.

- Physical co-ordination.
- Manual dexterity.
- Continence.
- Ability to lift, carry or otherwise move everyday objects.
- Speech, hearing or eyesight.
- Memory or ability to learn, concentrate or understand.
- Perception of risk or physical danger.

Overlap between disability and Special Educational Needs

Though the definitions of disability and special educational needs (SEN) are covered by different legislation, in practice there is a significant overlap.

In particular, children with more significant SEN, including those who have an Education Health and Care plan (EHCP), are more likely to be covered by Equality Act.

It is estimated that about a quarter of disabled children do not have SEN. Children who have a range of health conditions, for example: epilepsy, diabetes or more severe forms of asthma and eczema, are likely to be covered by the definition of disability but may not have a special educational need.

Reasonable Adjustments

We have a duty to take steps to ensure that disabled pupils can fully participate in the education we provide.

We are expected to provide an aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would ease any that the pupil faces in comparison to non-disabled pupils. We are expected to anticipate the reasonable adjustments that might be necessary.

If an adjustment is reasonable then there can be no justification for why it is not made. There is no set definition for what is 'reasonable'. It depends on:

- what a child needs and the difference it will make
- cost
- practicality and effectiveness
- whether or not the adjustment will affect the learning of other pupils.

Reasonable adjustments are often included as part of SEN support.

When a disabled pupil does not have an Education, Health & Care Plan (or the plan does not provide the necessary aid) then the duty to consider reasonable adjustments and provide additional aids will fall to the school.

Governors are not under a duty to make alterations to the physical environment although we aim to do as much as possible as part of our accessibility planning.

AIMS OF THE ACCESSIBILITY PLAN

Our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum
- improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and
- improve the availability of accessible information to disabled pupils and parents/carers

Access to the School Buildings and Play Areas

Rodmarton Primary School is located in a small, quiet village with very limited public transport services.

The school building is of the traditional village school type. It was originally a single, vaulted room but an upper storey was created some years ago to provide further teaching space. This is currently divided off to create two separate classes. There is a single central staircase.

Reception and Year 1 classes are on the ground floor, while year groups 2 to 6 share a divided space upstairs. A central corridor connects all rooms downstairs and there is a single landing between the two classrooms upstairs. There is no fully accessible WC and no separate changing facilities, owing to lack of space.

The village hall, adjacent to the school, is used for assemblies etc. It is mainly at ground-floor level and is accessible to all. There is also a separate stand-alone unit which is currently used as the school library.

There are several access points to the school building from outside. All doors are keypad- secured. There is a ramp from the back of the main school building into the playground.

Car parking is very limited, although there is a small car park attached to the village hall. The main entrance to the school is flat, although there is a kerb to negotiate when moving from the main entrance to the village hall. The main entrance features a has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The school has internal emergency signage and escape routes are clearly marked.

Pupils enjoy the use of a large playing field as well as a small, hard-surface playground with some large play equipment.

The Governors and Headteacher work closely with the Local Authority and consult with outside agencies when new situations regarding pupils with disabilities are experienced.

Any future building programmes will aim to improve physical accessibility as far as possible.

Access to the Curriculum

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of every class teacher to ensure that teaching matches the learning needs of all children.

Access to Information

All written communication, either hard copy or electronic, can be provided on request in a suitable format to enable access.

Appendix 1

Rodmarton Primary School Accessibility Plan 2021 -2024

1. Participation in the Curriculum

Priority:	Lead	Action	Resources	Timescale	Success Criteria
• Provide training for staff ref. disability matters, to develop	HT/ Senco	Arrange training on conditions	Training time	In place and ongoing:	Increased access to the curriculum

their knowledge and understanding and improve access to the curriculum for all pupils. eg train staff in understanding the nature of a child's autism and the challenges s/he might face.		affecting pupils. eg Epipen training Familiarise all new staff re SEND issues eg Intimate care policy Provide access to courses, CPD Online resources for CPD shared with staff Ongoing guidance from specialists	TA time allocated		Needs of all learners met
Make effective use of all available resources to increase access to the curriculum for all pupils	Senco/SLT	Strategic deployment of support staff Use of ICT	Specific apps to support learning on ipads	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker

Adapt the curriculum and assessment to meet the needs of individual learners	Senco/Class teachers	Pastoral support, timetable adaptations Individual physiotherapy/OT recommendations incorporated into PE lessons. where possible. Speech and language therapy	Nil cost	In place and ongoing	Needs of all learners met enabling positive outcomes
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		<p>recommendations followed.</p> <p>Use of access arrangements for assessment/National tests</p>			
<p>Make use of specialised equipment to benefit individual pupils and staff</p>	<p>Senco/Class teachers</p>	<p>Make use of resources and aids, For example: iPads to support children with difficulty recording; sloping boards for pupils with fatigue problems or physical disability; coloured overlays for pupils with visual difficulty (Reading Rulers); specially shaped pencils and pens for pupils with grip difficulty; communication aids; wedge/wobble cushions. etc</p>	<p>Specialist equipment as listed</p>	<p>In place &/or to be ordered as required</p>	<p>Increased access to the Curriculum Needs of all learners met.</p>
<p>Improve educational experiences for any visually impaired pupils</p>	<p>SENco</p>	<p>Consult sensory support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs</p>	<p>Cost of equipment</p>	<p>In place when required - regular visits from sensory support team.</p>	<p>Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.</p>
<p>Improve educational experiences for any hearing-impaired pupils</p>	<p>SENco</p>	<p>Consider hearing loop/sound field systems if recommended Consult Hearing Impairment team</p>	<p>Installation of equipment</p>	<p>In place when required - regular visits from sensory support team.</p>	<p>Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.</p>

Priority	Lead	Action	Resources	Timescale	Success Criteria
Ensure reasonable adjustments are made to enable the participation of the whole range of pupils in out of school activities and after school clubs.	H/T SENco Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

2. The Physical Environment

Priority	Lead	Action	Resources	Timescale	Success Criteria
Improvements to help the visually impaired	HT /SENco	Highlight external steps in yellow/non-slip paint – some may need re-painting when they have faded. Playground – steps and ramp highlighted in yellow	Cost of materials and labour	Ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	HT /SENco	Complete installation of hearing loop system when necessary.	Cost of equipment / installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes into and around school	HT	Signs indicate main entrance and entry route.	Cost of signs	In place	

Create a nurture room	HT/SENCo	Create a safe space for children who need additional 'nurture group' support.	Room set aside. Cost of additional resources.	In place	Children's wellbeing is improved by learning to attend to the needs of others, with time to listen and be listened to.
Create a calm, 'withdrawal' spaces for pupils eg those with ASD and/or sensory issues to reduce anxiety when necessary.		Identify and develop a sensory room, to which children can retreat and feel calm if needed.	Room set aside. Cost of additional resources.		Children's wellbeing/emotional needs further supported

		Create a corner upstairs.			
Check on the classroom visual environment from a 'pupil's - eye 'view		Examine seating arrangements and wall displays to improve the environment for those pupils who may find too much visual stimulation distracting.	Nil cost	In place and ongoing	Pupils who may find too much visual stimulation distracting are supported in their learning because distractions are minimised.
Have Personal Emergency Evacuation Plans (PEEPs) for pupils who may have sensory and/ physical difficulties. Ensure all staff familiar with them	SENCo/Headteacher	Follow PEEPs in emergency evacuation drills.	Nil cost	Ongoing	All pupils kept safe in an emergency evacuation.

3 Delivery of Information

Make written information available in alternative formats on request.	Office/ Teachers/Senco	Improve availability of information for children and parents – display appropriate leaflets for parents to collect	Contact details and cost of any translation/adaptation	In place & ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
Use clear, plain language in all written communication.					Everyone receives clear and concise information.
Ensure documents are accessible for pupils with visual impairment	Class teachers/ SENco	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate; use large, clear font and avoid confusing backgrounds, including table tops.	Loan/purchase costs of magnifier or other specialist equipment.	Ongoing	Pupils able to access school documentation
Provide a simplified "Easy Read" version of the Accessibility Statement for children and those who			HtT/SEND governor	January 2021	Prospective pupils with SEND feel welcome. Policy itself more accessible to readers.

benefit from a simplified text.					
Simplify the wording of the Equality and Accessibility plans					

Management, coordination and implementation of the plan

The governors take responsibility for this plan and its implementation. The accessibility plan applies for three years and is subject to regular monitoring, evaluation and review, alongside other relevant policies.

Availability of Rodmarton School's Accessibility Plan

The school makes its accessibility plan available in the following ways:

- the plan will be posted on the school website.
- hard copies will be available from the school office if requested.
- the plan will be available in the staff documents on the school website.
- any reasonable request for the plan in a different format will be met .

Appendix 2

The Equality Act 2010

Introduction

The Equality Act 2010 (the Act) provides a single, consolidated source of discrimination law replacing the three existing general and specific duties on schools (race, disability and gender). It simplifies the law, removing inconsistencies and making it easier for people to understand and therefore, be compliant. It also strengthens the law in important ways, to help tackle discrimination and inequality.

The Equality Duty

A key measure in the Act is the Public Sector Equality Duty (PSED) which ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

The Equality Duty is a duty on the school a public body to ensure that we consider the needs of all individuals in their day- to- day work; in shaping policy, in delivering services, and in relation to our own learners and employees.

The Equality Duty supports good decision-making; it encourages us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet differing needs. By understanding the effect of our activities on different people, we are better placed to deliver policies and services that are appropriate, efficient and effective.

The Equality Duty replaces the three previous public sector equality duties for race, disability and gender. It now covers the following protected characteristics:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Gender
- Sexual orientation

The Equality Duty has three aims. It requires us to have due regard of the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

As a public body, in any decision-making process, we need to consciously address the three aims of the Equality Duty to ensure there is no disadvantage to any individual within the establishment with regard to discrimination, equality of opportunity and good relations.

Specific Duties

The Equality Duty is supported by specific duties which require us to publish relevant, proportionate information demonstrating our compliance with the Equality Duty; and to set ourselves specific, measurable equality objectives.

The specific duties require us to:

- publish information to show compliance with the Equality Duty, at least annually
- set and publish at least one equality objective, at least every four years.

