



# Equality and Accessibility Policy

**Written by:** Mrs James and Mr Hann

**Approved by:** Governing Board/Trust of Queen's Hill  
Primary School

**Date:** November  
2021

**Next review due by:** November 2022

## 1. Statutory Context

In 2010 the 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. One of the implications for us is that schools need to carry out accessibility planning for disabled pupils. These responsibilities are exactly the same duties as existed under the Disability Discrimination Act and have been replicated in the Equalities Act 2010. Further, from September 2012, the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The decision to bring this duty into force was taken by the Department for Education after a public consultation, with a positive response to its introduction without additional regulation from the majority of respondents.

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 if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

## 2. Key Objectives

**The objectives of this policy are to:**

- ✓ To ensure that everyone is treated fairly and respectfully
- ✓ To develop everyone's potential as unique individuals
- ✓ Recognise that people have different needs and we understand that treating people equally does not always involve treating them the same
- ✓ Develop an awareness of self-worth in order that pupils will become responsible and self-disciplined members of society
- ✓ To ensure that no-one experiences less favourable treatment or discrimination because of:
  - their age
  - a disability
  - their ethnicity or national origin
  - their gender
  - their gender identity (they have reassigned or plan to reassign their gender)
  - their marital or civil partnership status
  - their being pregnant or having recently had a baby
  - their religion or beliefs
  - their sexual identity and orientation
- ✓ Ensure that we as a school are meeting our statutory duties
- ✓ To monitor our provision to ensure that it accords with the changing needs of our pupils and staff
- ✓ To ensure that reasonable adjustments are made as necessary
- ✓ To take positive steps to ensure that disabled pupils can safely and fully participate in the curriculum provided by our school, and to allow them to enjoy the other benefits, facilities and services that the school provides for pupils.

## 3. Roles and Responsibilities:

**The Governing board will:**

- ✓ Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- ✓ Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- ✓ Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.
- ✓ Ensure they're familiar with all relevant legislation and the contents of this document.
- ✓ Attend appropriate equality and diversity training.
- ✓ Report back to the full governing board regarding any issues

**The head teacher will:**

- ✓ Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- ✓ Monitor success in achieving the objectives and report back to governors.

**The school will:**

- ✓ Show awareness of its obligations under the Equality Act 2010 and comply with non-discrimination provisions.
- ✓ Where relevant, in policies, include reference to the importance of avoiding discrimination and other prohibited conduct.
- ✓ Ensure it has due regard to equality considerations whenever significant decisions are made
- ✓ As set out in the DfE guidance on the Equality Act, the school will aim to advance equality of opportunity by:
  - Removing or minimising disadvantages suffered by people which are connected to a particular characteristic that they have.
  - Encouraging people who have a particular characteristic to participate fully in any activities.
  - Taking steps to meet the particular needs of people who have a particular characteristic.

**4. Promoting equality through our curriculum and wider community:**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- ✓ Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- ✓ Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- ✓ Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- ✓ Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- ✓ Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

**Equality objectives (2021-2025)**

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives. Our published information must be updated annually and objectives published at least once every four years.

**Objective 1:**

Train all members of staff and governors on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

**Objective 2:**

To ensure that future reviews of all school policies include information about and links to PSED.

**Objective 3:**

Adopting a whole-school approach which will provide staff with formal guidance on how to deal with homophobic and transphobic in school.

**5. Site**

Queen’s Hill School constitutes a modern purpose built site constructed in 2008, and which was extended in spring 2017. As such the school comprises many features to ensure its adherence to relevant legislation in this context.

**These features include:**

- a. Power assisted doors leading through to the main reception area with associated operation buttons
- b. Lowered reception desk area facilitating easier access
- c. Broad internal and external door openings and hall ways to facilitate easy wheel chair access
- d. A hearing loop provided in reception area and school assembly hall
- e. Allocated parking bays adjacent to the main entrance for appropriate badge holders.

**6. Accessibility Action Plan**

Priority	Action	Timescale	Staff responsible	Success Criteria
To monitor the needs of our school pupil and staff profile	To monitor pupil needs as per our SEND Information Report To monitor the needs of staff joining the school	Ongoing	Inclusion leader/ Assistant Heads	Pupil records to accurately reflect the current pupil cohort All staff to be aware of the needs of the pupils in their charge and to have appropriate practices in place
To ensure that our provision accords with the needs of our pupil and staff profile	1.To meet our pupils’ needs as per our SEND Information Report 2.To monitor the needs of our staff and to make reasonable adjustments as necessary	Ongoing	Inclusion leader/ Assistant Heads	Teaching and learning practices are in line with pupils’ needs Reasonable adjustments to be made for staff and pupils as required
To audit the school site in terms of the accessibility it	School site to be examined in terms of the provision and	Annually	Inclusion leader/ Assistant Heads /Site Manager	Annual audit to be completed and to

affords to adults and children with disabilities	operation of facilities provided			feed into the review of this action plan
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## 7. Accessibility Plan Review

The governing body will review this policy annually; however, the governors may review this plan earlier than this.

Policy reviewed by: **Mrs James and Mr Hann**

Policy overviewed by: **Ms P Sheppard**

Policy agreed by governors:

Date: **November 2021**

Review date: **November 2022**

## 8. Reference Material

**This Accessibility Plan was written through reference to the following documents:**

- a. 'Equalities Act 2010 – Guidance for Norfolk Schools – Norfolk County Council (April 2014)
- b. 'Reasonable Adjustments for Disabled Pupils – Guidance for Schools in England' – The Equality and Human Rights Commission (2015)
- c. 'Developing a single equality scheme or plan (SES/P) – a toolkit for use in Norfolk Schools' – Norfolk County Council