



Equality and Accessibility Policy

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Create, sustain and continue to improve an adaptive working environment for staff members and visitors so that everyone can carry out their work effectively

Our school aims to treat all its pupils, staff members and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Have access to equality and diversity training.

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 that 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.

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act - for example, during staff meetings, staff code of conduct and weekly bulletins.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, young carers)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

Fostering Good Relations

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 and personal, social, health and economic (PSHE) education, as well as activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- 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. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality Considerations in Decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities or pupils who identify within a protected characteristic

Any decision of adaptations made to meet the needs of all pupils or staff regarding out of school visits will be documented on the online trip recording software.

School 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:

- Power assisted doors leading through to the main reception area with associated operation buttons
- Lowered reception desk area facilitating easier access
- Broad internal and external door openings and hall ways to facilitate easy wheel chair access
- Allocated parking bays adjacent to the main entrance for appropriate badge holders
- Disabled toilets are located at the front of the school and near the hall, accessible for staff and pupils as appropriate
- All staff toilets are gender neutral
- All entry and exit doors to the classrooms are wheelchair accessible
- SENCOs liaise with the Local Authority Sensory Support team to ensure provision is in place for those with hearing and/or visual impairment

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: Adopt a whole-school approach that will provide staff with formal guidance on how to respond to homophobic and transphobic language and behaviour in school.

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 Leaders/ Assistant Headteachers	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 Leaders/ Assistant Headteachers	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 affords to adults and children with disabilities	School site to be examined in terms of the provision and operation of facilities provided	Ongoing	Inclusion Leaders/ Assistant Headteachers	Work in partnership with the school's buildings management company to service and maintain all accessibility features

Monitoring Arrangements

The governing body will review this policy bi-annually; however, the governors may review this plan earlier than this. This document will be reviewed by the Assistant Headteachers at least every 4 years and approved by the governing body.

Links with other Policies

This document links to the following policies:

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Anti-bullying policy