



Our Christian faith emphasises the value and worth of every individual with their own distinctive character, gifts and abilities.

Christ's command to 'Love one another' calls us to respect and help other people. This provides the foundation for our school and all we aim to achieve.

Equality Information and Objectives Policy (including Accessibility Plan)

Rationale

At Holy Trinity C of E Primary School, our priority is to ensure that all pupils, staff, and visitors feel valued, supported, cared for, and listened to, in order to achieve their full potential.

We aim to reduce and eliminate barriers to learning and participation across the academic curriculum, extra-curricular activities, and the school environment for pupils and prospective pupils, staff, parents, and visitors with disabilities. Where barriers exist, we make reasonable adjustments to ensure full inclusion and equitable access for all.

This Equality Information and Objectives Policy is written to take account of the Equality Act 2010, including the Public Sector Equality Duty (PSED) and associated duties on schools to promote equality and prevent discrimination.

Holy Trinity C of E Primary School is committed to setting equality objectives to comply with the socio-economic duty to support children from disadvantaged families and to meet the PSED to treat everybody equally and fairly, regardless of age, disability, race, gender, religion or belief, sexual orientation, gender reassignment, or pregnancy and maternity.

In this policy, we outline how we promote equality and disability inclusion for all pupils, staff, parents, governors, and visitors to our school.

We have a duty to publish our **Accessibility Plan**, which explains how we are performing currently, the reasonable adjustments we have made, and the actions we plan to implement over the next three years. This plan is included within this policy (see Appendix 2) and will be **reviewed annually** to monitor progress and ensure continued compliance with legal duties.

Statement of Intent

Holy Trinity C of E Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers, and visitors, irrespective of age, disability, race, gender, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all members of our school community feel proud of their identity, respected, and able to participate fully in school life. We recognise that treating people equally is not simply a matter of treating everyone the same, but involves taking steps to remove barriers, make reasonable adjustments for those with disabilities, and ensure that every individual has genuine access to opportunities and resources.

All staff understand that some pupils or adults may be disadvantaged by prejudice, stereotyping, or historical inequalities. The school actively promotes respect, understanding, and positive attitudes towards people with disabilities, from different ethnic or cultural backgrounds, different faiths or beliefs, different genders, or diverse sexual orientations.



We are committed to:

- Eliminating unlawful discrimination, harassment, and victimisation in all areas of school life.
- Promoting equality of opportunity for all, including making reasonable adjustments for disabled pupils, staff, and visitors to ensure full participation.
- Fostering good relations between individuals and groups from different backgrounds, faiths, or identities, and encouraging a strong sense of community cohesion.
- Monitoring achievement, participation, and wellbeing across all protected characteristics to identify and address any gaps or barriers.
- Providing an inclusive curriculum that reflects diversity, encourages critical thinking, and challenges stereotypes and prejudice.

All members of the school community are encouraged to play an active role in promoting equality, recognising that diversity is a strength, and that inclusion and respect for all are central to achieving the school's vision and values.

Mainstreaming equality into policy and practices

Holy Trinity C of E Primary School integrates equality and inclusion into all aspects of school life. The following practices ensure that the school meets its legal obligations under the Equality Act 2010 and the Public Sector Equality Duty (PSED), including making reasonable adjustments for disabled pupils, staff, and visitors.

Teaching and Learning

We aim to provide all pupils with the opportunity to succeed and achieve their full potential. To do this, we will:

- Ensure pupils with disabilities are not treated less favourably for reasons related to their disability.
- Make reasonable adjustments to curriculum access, teaching strategies, and school resources to remove barriers to learning.
- Plan teaching and activities that increase access for pupils with disabilities and other protected groups.
- Prevent and challenge discrimination or harassment based on age, disability, race, gender, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or socio-economic background.
- Promote positive attitudes towards diversity and encourage respect for all members of the school community.
- Remove barriers that discourage full participation in learning or school life for any pupil or staff member.
- Encourage participation in extra-curricular activities and school events for all groups.
- Provide continuity of education for pupils with medical or other barriers, reintegrating them fully into school when possible.
- Use data and monitoring to track achievement and participation across all protected characteristics, identifying gaps and acting to address them.



- Deliver a curriculum that:
 - Reflects diversity in society and the local community.
 - Challenges stereotypes and discriminatory attitudes.
 - Promotes understanding of equality, diversity, and human rights.
- Involve parents, carers, and pupils in decisions affecting learning and inclusion.
- Ensure classroom resources and teaching approaches support equality and reflect the diverse experiences and identities of our pupils.

Information from Pupil Data and School Audit

We gather information about the needs of pupils and staff through:

- Admissions forms and pupil information records.
- Parent/carer questionnaires and consultations.
- School management systems (e.g., Arbor).
- SEND annual reviews and Education, Health and Care Plans (EHCPs).
- Observations, assessments, and progress tracking.
- Records of achievements, awards, and recognitions.
- Consultations with relevant professionals and agencies.

This information is used to inform policy development, plan interventions, and monitor equality outcomes, while complying with GDPR and data protection regulations.

Learning Environment

Holy Trinity C of E Primary School is a historic school. The original building dates back to 1858, with additional classrooms and facilities added since 1970. Due to the age and structure of the original building, some areas are not fully accessible to pupils, staff, or visitors with mobility impairments.

- The school has one disabled toilet.
- All newer buildings are designed with full accessibility in mind, including step-free access, wide doors, and accessible facilities.
- The Year 1 classroom is not wheelchair accessible and cannot be adapted due to the structure of the historic building.
- The Reception classroom is accessible via an external ramp; however, pupils cannot access the toilet or the rest of the school from this classroom.
- The Year 3 and Year 4 classrooms are not accessible via their external doors and require access through the main school corridor.



- The main school reception area has three steps down to access the rest of the school, including the disabled toilet, which limits movement for some users.

Despite these limitations, Holy Trinity C of E Primary School actively seeks to mitigate barriers and make reasonable adjustments to ensure inclusion wherever possible. Measures include:

- Flexible classroom placement, ensuring pupils with mobility difficulties are taught in accessible areas whenever possible.
- Use of support staff and teaching assistants to facilitate access to learning and school activities for pupils with disabilities.
- Planning and scheduling of activities to ensure that pupils who cannot access certain parts of the building are included in educational and extracurricular opportunities.
- Clear communication with parents and carers about accessibility limitations and the measures in place to support their child's full participation in school life.
- Consultation with relevant professionals and agencies to identify additional reasonable adjustments and support needs.

The school continues to review its accessibility arrangements and considers accessibility in all future building projects, refurbishments, and curriculum planning, ensuring that every pupil, staff member, and visitor can participate as fully as possible in school life.

Admissions

Holy Trinity C of E Primary School's admissions arrangements are fair, transparent, and non-discriminatory.

- No pupil will be refused admission on the basis of race, gender, disability, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity, or socio-economic background.
- The school works with parents, carers, and the Local Authority to ensure that pupils with disabilities or additional needs are admitted wherever reasonably practicable and provided with reasonable adjustments to support their access to learning and school facilities.
- Where physical accessibility of historic buildings is limited, the school communicates clearly with parents and carers about any constraints and the adjustments that can be made to support the child's participation in school life.

Exclusions

Exclusions will be based solely on the school's Behaviour Policy and will never discriminate against any pupil for reasons related to a protected characteristic.

- The school will monitor exclusions carefully to ensure that no group of pupils is disproportionately affected.
- Any patterns or disparities in exclusion data will be reviewed, and appropriate action will be taken to address potential inequities.



- All exclusion procedures comply with statutory guidance from the Department for Education and the Equality Act 2010, ensuring fairness and transparency.

Equal Opportunities for Staff

Holy Trinity C of E Primary School is committed to ensuring equality of opportunity for all staff, in accordance with the Equality Act 2010, and all relevant employment legislation.

Recruitment and Appointments

- All staff appointments and promotions are made based on merit, qualifications, and ability, ensuring decisions are free from discrimination on the grounds of:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy or maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
 - Socio-economic background
- Health-related questions will only be asked if they are directly relevant to the intrinsic requirements of the role. All candidates may be required to complete a generic health questionnaire after a conditional offer is made.
- The school strives to ensure that staffing reflects the diversity of the community it serves, and actively encourages applications from underrepresented groups.

Staff Development and Support

- Opportunities for professional development, promotion, and training are available to all staff without discrimination.
- Reasonable adjustments will be made for staff with disabilities to ensure full participation in training and development opportunities.
- The Senior Leadership Team (SLT) monitors career progression and identifies barriers to equality for staff members, taking steps to address them.

Workplace Policies and Practices

- All policies relating to employment, conduct, appraisal, performance management, and disciplinary procedures are applied fairly and consistently.



- The school actively promotes a positive working environment, free from harassment, bullying, or discriminatory behaviour.
- Staff are encouraged to report concerns or incidents of discrimination or harassment, and all reports are investigated promptly and confidentially.

Employer Duties

Holy Trinity C of E Primary School, as an employer, ensures compliance with the Equality Act 2010 by:

- Monitoring recruitment, retention, and promotion to identify potential inequalities.
- Providing professional development opportunities that are accessible to all staff.
- Supporting staff to ensure equality of opportunity in allocation of responsibilities and leadership roles.
- Taking proactive steps to prevent harassment or discrimination within the workforce.

Holy Trinity C of E Primary School complies fully with its statutory duties under the Equality Act 2010 and related legislation, including:

- Race Relations (Amendment) Act 2000
- Disability Discrimination Act 1995 / Disability Equality Duty 2006
- Gender Equality Duty 2006

The school's general duties under the Equality Act 2010 require us to have due regard to the need to:

1. Eliminate discrimination, harassment, and victimisation of pupils, staff, and other stakeholders.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The specific duties require the school to:

- Prepare and publish an Equality Plan / Single Equality Scheme, including equality objectives.
- Monitor the impact of policies and practices on pupils and staff in relation to protected characteristics, and take action where disparities are identified.
- Publish information annually showing how the school is meeting the general duties.
- Review and update equality objectives at least once every four years.

This Equality and the Law section provides the legal framework for all policies, procedures, and practices within the school, including:

- Admissions and exclusions



- Teaching, learning, and the curriculum
- Staff recruitment, training, and development
- Accessibility and reasonable adjustments for pupils, staff, and visitors

Holy Trinity C of E Primary School is committed to ensuring that all pupils, staff, and visitors are treated fairly and inclusively, and that any barriers to participation, access, or achievement are addressed through proactive measures and reasonable adjustments.

Equality by Protected Characteristic

Holy Trinity C of E Primary School fully complies with the Equality Act 2010 and all associated duties for pupils, staff, parents, governors, and visitors. The school is committed to ensuring equality of opportunity, inclusive participation, and reasonable adjustments across all protected characteristics.

Protected characteristics include:

- Age
- Disability
- Gender
- Gender reassignment (transgender)
- Marriage and civil partnership
- Pregnancy and maternity
- Race, ethnicity, nationality
- Religion or belief
- Sexual orientation
- Socio-economic background

Race Equality

- We will eliminate racial discrimination and harassment, and promote equality of opportunity for all pupils and staff.
- We monitor outcomes such as achievement, participation, attendance, and exclusions by ethnicity and take action to address disparities.
- Our Equality Plan outlines objectives and strategies to ensure race equality across teaching, learning, staffing, and the wider school environment.

Disability Equality

- We make reasonable adjustments to ensure pupils, staff, and visitors with disabilities are not disadvantaged.



- The curriculum, teaching methods, and school environment are regularly reviewed to remove barriers to learning, participation, and access.
- We monitor outcomes for pupils and staff with disabilities and take action where necessary to address inequalities.
- Our Accessibility Plan sets out strategies for:
 - Physical access to buildings and facilities
 - Curriculum and learning access
 - Accessible communication methods

Gender Equality

- We will eliminate unlawful discrimination and harassment on the basis of gender.
- We promote equality of opportunity for all pupils and staff, regardless of gender, in achievement, participation, and leadership opportunities.
- Gender equality is considered in curriculum planning, staffing decisions, classroom management, and extracurricular activities.

Transgender / Gender Reassignment

- Pupils and staff who are transgender or undergoing gender reassignment are protected under the Equality Act 2010.
- The school provides a supportive and confidential environment and will make reasonable adjustments where facilities (such as toilets or uniforms) create barriers.
- Discrimination, harassment, or victimisation on the basis of gender reassignment is not tolerated.

Age, Sexual Orientation, Religion and Belief

- All policies, teaching, activities, and staffing decisions are non-discriminatory in relation to age, sexual orientation, religion, or belief.
- The school promotes mutual respect, understanding, and inclusion across all protected groups.

Community Cohesion

- We actively promote good relations between pupils, staff, and the wider community, irrespective of race, gender, disability, religion or belief, or socio-economic background.
- Our Citizenship and SMSC curriculum, including British Values, supports pupils to respect diversity and contribute positively to the school and local community.
- We monitor the impact of school policies and initiatives on community cohesion, addressing any negative trends proactively.



Roles and Responsibilities

The Role of Governors

The Governing Body of Holy Trinity C of E Primary School is responsible for ensuring that the school meets its duties under the Equality Act 2010 and promotes a culture of equality and inclusion.

Specifically, the Governors will:

- Set the strategic direction for equality and inclusion across the school.
- Ensure that the school implements its Equality Plan and Accessibility Plan, monitoring progress and outcomes for pupils, staff, and visitors.
- Ensure all policies and procedures consider protected characteristics, and that the school takes reasonable steps to prevent discrimination, harassment, or victimisation.
- Monitor recruitment, retention, and promotion of staff to ensure equality of opportunity for all, and that reasonable adjustments are made where required.
- Oversee the school environment to ensure accessibility for pupils, staff, and visitors, including monitoring reasonable adjustments and facilities for disabled individuals.
- Ensure that admissions, exclusions, and pupil welfare comply with equality law.
- Review and approve school objectives, policies, and progress reports relating to equality and diversity at least annually.
- Support the Head Teacher and Senior Leadership Team in fostering a school culture that values diversity, inclusion, and mutual respect.

The Role of the Head Teacher (and Senior Leadership Team)

The Head Teacher, supported by the Senior Leadership Team, is responsible for the day-to-day implementation of the school's equality, inclusion, and accessibility policies.

Specifically, the Head Teacher and SLT will:

- Implement and oversee the school's Equality Plan and Accessibility Plan, ensuring compliance with the Equality Act 2010.
- Ensure that all staff are aware of the Equality Policy and apply its principles consistently in teaching, learning, and interactions with pupils, parents, staff, and visitors.
- Monitor and review progress towards equality objectives and reasonable adjustments for pupils and staff.
- Ensure that all recruitment, promotion, and staff development decisions comply with equality legislation and that reasonable adjustments are made where required.
- Promote an inclusive school culture where diversity is respected and discrimination, harassment, or victimisation is not tolerated.



- Ensure that the curriculum, teaching strategies, and learning environment actively promote equality and inclusion for all pupils, regardless of protected characteristic.
- Address any incidents of discrimination, harassment, or bullying immediately and appropriately, including reporting to governors and relevant authorities where necessary.
- Support staff in identifying and removing barriers to learning, including making reasonable adjustments for pupils and staff with disabilities.
- Maintain strong links with parents, carers, and external agencies to ensure a consistent approach to equality and inclusion across the school community.

The Role of all Staff (teaching and non-teaching)

All staff at Holy Trinity C of E Primary School share responsibility for ensuring that equality, inclusion, and accessibility are embedded in the school's daily practice.

Specifically, all staff will:

- Treat all pupils, colleagues, parents, and visitors fairly, equally, and with respect, regardless of any protected characteristic.
- Promote inclusion and equality in teaching, learning, and interactions, ensuring that no one is disadvantaged or discriminated against.
- Follow the school's Equality Policy and Accessibility Plan, applying its principles consistently.
- Identify and address barriers to learning or participation, making reasonable adjustments for pupils or colleagues with disabilities.
- Challenge incidents of prejudice, discrimination, bullying, or harassment immediately, including racist, homophobic, sexist, or ableist behaviour.
- Report any serious incidents to the Head Teacher or Senior Leadership Team, following school procedures.
- Support inclusive teaching and learning practices, including planning lessons and using resources that reflect diversity and challenge stereotypes.
- Encourage and model respect for diversity, helping pupils understand equality and develop positive attitudes towards all groups.
- Engage with parents, carers, and external agencies to support pupils' needs and ensure inclusive practices.

Tackling Discrimination

Holy Trinity C of E Primary School is committed to preventing and responding to all forms of discrimination, harassment, and victimisation, in line with the Equality Act 2010.

Key Principles

- Discrimination, harassment, or bullying on the basis of any protected characteristic is unacceptable and will not be tolerated.



- All staff are responsible for identifying and challenging prejudice, stereotyping, and discriminatory behaviour, ensuring a safe and inclusive environment for pupils, staff, parents, and visitors.
- Pupils, staff, and visitors should feel confident to report incidents of discrimination or harassment.

Types of Discriminatory Incidents

Discriminatory incidents may include, but are not limited to:

- Physical or verbal abuse due to race, gender, disability, sexual orientation, religion or belief, or other protected characteristics.
- Name-calling, insults, jokes, or graffiti with discriminatory intent.
- Provocative behaviour such as wearing badges or symbols that promote discrimination.
- Attempts to recruit others into discriminatory groups or organisations.
- Ridicule or exclusion due to difference (e.g., food, music, dress, culture).
- Refusal to cooperate with others on the basis of a protected characteristic.

Responding to and Reporting Incidents

- All staff must act immediately to address discriminatory incidents.
- Incidents are recorded in CPOMS, the school's secure incident management system, and serious incidents are reported to the Head Teacher or SLT.
- Racist and homophobic incidents are also reported termly to the Governing Body and Local Authority, as required by law.
- Pupils and staff should know how to report incidents, and the school ensures that reporting is safe, confidential, and supportive.
- The school monitors patterns in incidents to take preventative action and improve practice.

Promoting a Positive Culture

- Staff proactively promote respect, diversity, and inclusion in lessons, assemblies, and the wider school environment.
- Curriculum planning, school policies, and extra-curricular activities actively challenge discrimination and celebrate diversity.
- All members of the school community are encouraged to model and uphold the school's values of dignity, respect, and equality.

In line with the Equality Act 2010, Holy Trinity C of E Primary School will publish information demonstrating that we have due regard to the need to:

- Eliminate discrimination and other conduct prohibited by law;



- Advance equality of opportunity between people who share a protected characteristic and people who do not;
- Foster good relations across all characteristics — between people who share a protected characteristic and people who do not.

Publication Details

- Information about equality, diversity, and accessibility will be published on the school website and made available to parents, staff, pupils, and visitors.
- Equality objectives will be reviewed and updated at least once every four years.
- Equality information will be updated annually to show progress and any changes in provision or impact.

Audit, implementation and monitoring

To ensure the effectiveness of this policy and our equality objectives, the school will regularly audit, monitor, and review all aspects of provision.

Key processes include:

- Audit of teaching and learning to ensure accessibility for all pupils, including those with disabilities or other protected characteristics;
- Regular review of pupil progress data, broken down by protected characteristics (e.g., ethnicity, gender, disability, socio-economic disadvantage) to identify gaps and take action;
- Monitoring of interventions and reasonable adjustments to ensure pupils and staff receive appropriate support;
- Regular review of staff training, including equality, diversity, and safeguarding;
- Review of policies, procedures, and the physical environment to ensure accessibility and compliance with legal duties;
- Engagement with parents, pupils, governors, and external agencies to gather feedback and inform improvements;
- Regular reporting to Governors on progress against equality objectives and outcomes for pupils and staff;
- Use of CPOMS and other monitoring systems to track incidents of discrimination, harassment, or bullying and evaluate the effectiveness of interventions.

Making reasonable adjustments

Holy Trinity C of E Primary School is committed to **removing barriers** that may prevent any pupil, staff member, or visitor from participating fully in school life. This is in line with our duties under the **Equality Act 2010**.

Areas for Reasonable Adjustments:



Physical Environment

The school acknowledges the constraints of its **historic 1858 building** and subsequent extensions.

Reasonable adjustments will be made where possible, including:

- Ensuring new buildings and facilities are fully accessible.
- Providing ramps, lifts, or alternative access routes where feasible.
- Adapting furniture, seating, and classroom layouts to meet individual needs.

Limitations: some areas, such as the Year 1 and Year 3/4 classrooms, cannot be fully adapted due to the age and structure of the building; alternative arrangements will be made to ensure affected pupils can access the curriculum safely.

Teaching and Learning

Staff will make reasonable adjustments to lessons, resources, and teaching strategies to meet the needs of all pupils, including those with disabilities.

Adjustments include:

- Documented reasonable adjustments on Support Plans
- Small group or 1:1 support where appropriate.
- Monitoring progress and adapting teaching to ensure accessibility and inclusion.

Communication Methods

The school will ensure information is accessible to all pupils, staff, and parents, including those with disabilities or communication needs.

Methods include:

- Use of interactive whiteboards, ICT resources, and iPads.
- Visual timetables and clear written instructions.
- Email, text, newsletters, CPOMS, and the school website.
- Face-to-face and telephone communication with parents and carers, including meetings to discuss adjustments.

Monitoring and Review

The effectiveness of adjustments will be monitored regularly through:

- Feedback from pupils, parents, staff, governors, and external agencies.
- Review of pupil progress, engagement, and inclusion.
- Regular audits of the physical environment and accessibility.



Adjustments will be updated as required to reflect changes in pupil needs, staff requirements, or the school environment.

Holy Trinity C of E Primary School is committed to **ensuring all pupils continue to receive high-quality education**, even if they cannot attend school full-time due to medical or other significant needs. This aligns with our duties under the **Equality Act 2010** and the requirement to make **reasonable adjustments**.

Responsibility

- The **Head Teacher** has overall responsibility for pupils who are unable to attend school full-time.
- In the Head Teacher's absence, the **SENDCo** will take responsibility.
- The school works closely with the **Local Authority** to provide alternative education and support.

Procedures

1. Notification

The school will notify the Local Authority if a pupil is absent, or is likely to be absent, for more than 15 school days due to medical needs.

2. Registration and Attendance

Children with medical needs remain **on the school register**.

Attendance registers will indicate whether pupils are receiving education elsewhere or are entitled to alternative provision.

3. Alternative Education and Personalised Plans

The Local Authority will coordinate home tuition or other suitable educational provision.

The school will work with the Local Authority to create a Personal Education Plan (PEP) for each pupil, detailing:

- Levels of academic functioning
- Individual learning targets
- Support strategies and resources needed
- The completed PEP is returned to the Local Authority to ensure continuity and monitoring.

4. SEND and Inclusion

- Any special educational needs will continue to be identified and supported by the school.
- Provision will follow the pupil's Support Plan, ensuring adjustments are maintained and progress is monitored.



Monitoring and Review

- The school will regularly review the provision and progress of pupils receiving alternative education.
- Feedback from pupils, parents, and staff will be used to adjust teaching strategies and support as required.
- Communication with the Local Authority will ensure that education remains continuous, inclusive, and legally compliant.

Review of Progress and Impact

Holy Trinity C of E Primary School maintains a rolling programme for reviewing all school policies and their impact on equality, inclusion, and accessibility. This ensures that our practices remain legally compliant, effective, and reflective of the needs of our pupils, staff, and community.

Annual Monitoring

- Progress against the school's Equality Objectives will be reviewed annually.
- Pupil achievement and engagement will be monitored by protected characteristics, including:
 - Ethnicity
 - Gender
 - Disability
 - Socio-economic disadvantage
- Data will be used to identify gaps and inform actions to address inequalities.

Policy and Plan Review

- The full Single Equality Scheme and Accessibility Plan will be reviewed every three years.
- Reviews will consider:
 - Effectiveness of reasonable adjustments and accessibility measures
 - Inclusion and participation of all pupil groups in the curriculum and school life
 - Progress towards Equality Objectives
 - Feedback from pupils, parents, staff, governors, and external agencies

Evidence and Evaluation

- The school will use multiple sources of evidence to evaluate impact, including:
 - Pupil progress and assessment data
 - Attendance and engagement records
 - Records of reasonable adjustments and alternative provision
 - Feedback from stakeholders and monitoring of incidents (including CPOMS records)
- Actions will be adapted based on evidence to ensure continuous improvement.

Accountability

- The Governing Body will receive regular reports on equality, accessibility, and inclusion.
- Any gaps, barriers, or trends identified will be addressed promptly and incorporated into future planning.

Related Policies

This Single Equality Scheme and Accessibility Policy should be read in conjunction with the following school policies, which support and complement our commitment to equality, inclusion, and accessibility:

- **Teaching & Learning Policy**
- **Behaviour Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**



- **Admissions Policy**
- **Staff Recruitment, Capability, and Appraisal Policies**
- **Anti-Bullying Policy**
- **Safeguarding Policy**
- **Accessibility Plan**

All policies are regularly reviewed and updated to ensure consistency with the Equality Act 2010 and related legislation.

The Governing Body approved this policy on date: 19th March 2026

Signed:

Chair of Governors

Signed:

Head Teacher



Appendix 1
EQUALITY OBJECTIVES AND ACTION PLAN
March 2026- March 2029

Equality Objective	Action required	Outcome	Person responsible	Timescale
All stakeholders	Publish and promote the Equality Plan to staff, parents, governors, and pupils. Gather feedback from all groups to inform evaluation and future objectives.	All stakeholders are aware of the plan and can influence its review and development.	Headteacher SLT	Ongoing, annually
Pupil achievement	Monitor and analyse pupil achievement by race, gender, disability, and disadvantage (including summer-born pupils). Identify gaps and provide interventions where needed.	Achievement gaps are narrowed; all pupils make progress in line with their abilities.	SLT Subject leaders/class teachers	Ongoing, termly
Curriculum/ displays	Ensure all displays, resources, and curriculum content reflect diversity in terms of race, gender, disability, and family structures.	Pupils see diversity positively represented; materials challenge stereotypes.	All staff	Ongoing
Pupil participation	Encourage full participation in clubs, sports, and school events across all equality groups.	Pupils from all backgrounds engage in school life; increased participation for underrepresented groups	All staff SLT	Ongoing
Race and gender equality	Monitor pupil achievement, participation, and representation by race and gender. Ensure all curriculum, resources, and displays challenge stereotypes and promote positive role models. Address gaps in achievement and participation through targeted interventions. Ensure recruitment, staffing, and leadership opportunities reflect diversity.	Pupils from all races and genders achieve their potential; all pupils see diversity positively represented; staff recruitment and opportunities are equitable.	SLT All staff Governors	Termly monitoring Ongoing implementation



Sexual orientation and transgender	Ensure recruitment, policies, and curriculum are inclusive. Promote respect for all families, teach age-appropriate content on diversity, respond appropriately to pupils' questions	Pupils understand and respect diverse family structures; school is welcoming to all families.	SLT All staff Governors	Ongoing
Disability equality	Ensure pupils with disabilities access all school activities. Monitor transitions and provide support as needed.	Pupils with disabilities fully participate in school life; smooth transitions between classes and schools.	SLT All staff	Ongoing
Community Cohesion	Celebrate cultural events throughout the year, including Arts & Culture Week and themed weeks with parent participation. Strengthen links with the church and local community. Promote understanding of different faiths, cultures, and socio-economic backgrounds through assemblies, curriculum, and school events.	Pupils develop awareness and understanding of different communities. Parents, pupils, and staff feel included in school life. Strong links maintained with local community and faith partners	SLT All staff (particularly RE and PSHE subject leads)	Ongoing



Appendix 2

ACCESSIBILITY PLAN March 2026- March 2029

	Activity/resources	Responsible	Timescale	Outcome
Curriculum Access	Ensure all pupils, including those on the SEN register and Pupil Premium (PP) children, have access to support plans (e.g., SEND Support Plans, Pupil Passports) and that these are reviewed regularly.	SLT/ SENCO All staff	Ongoing Reviewed termly (at least 3x per year)	All pupils have tailored support to meet individual needs; progress monitored and supported.
	Develop a shared understanding across staff of what constitutes “ordinarily available provision” in school, so that differentiation and reasonable adjustments are applied consistently.	SLT/ SENCO All staff	Ongoing, termly Annual training	Staff consistently implement ordinarily available provision; pupils’ needs are met without unnecessary additional interventions.
	Provide differentiated resources and reasonable adjustments where needed, including small group support, adapted worksheets, ICT, and visual timetables.	SLT/ SENCO All staff	Ongoing, reviewed termly	Pupils able to access learning fully; engagement and progress maximised.
	Staff training on inclusive teaching, differentiation, and use of support plans and resources.	SLT/ SENCO	Ongoing Annual training	Staff confident in meeting pupils’ needs; improved inclusion in lessons.
	Develop Personal Emergency Evacuation Plans (PEEPs) for pupils and visiting staff with mobility or medical needs	Headteacher SLT	Ongoing, as needed	Safe access for all pupils and staff in emergencies.
Physical Environment	Audit buildings and grounds for accessibility issues, including steps, ramps, doors, toilets, and outdoor areas.	School Business Manager Headteacher	Annual audit every June, starting June 2026	Comprehensive overview of accessibility needs; prioritised improvement plan.
	Make reasonable adjustments where possible, including furniture, door access, signage, and temporary ramps.	School Business Manager Headteacher	Implement changes as required throughout the year; review progress annually each July	Barriers to access minimised; compliant with Equality Act 2010 obligations.



				Documented inaccessible areas will be included in the school's health and safety and risk assessments to ensure that all reasonable adjustments are planned
	Clearly document areas of the historic building that remain inaccessible, including: Year 1 classroom (not wheelchair accessible), Reception classroom (accessible via external ramp only, but no internal toilet access), Year 3 and 4 classrooms (accessible only via main corridor), and main school reception (steps restrict direct access to rest of school including disabled toilet).	School Business Manager Headteacher	Completed by April 2026; review annually every April	Transparent record of inaccessible areas to inform planning and risk assessment.
Information and Communication	Review and improve accessibility of information for pupils, parents, and staff, including letters, newsletters, website content, and digital resources. Ensure the school website is kept up to date with a SEND report, including signposting to the Local Offer for RBWM.	Office Manager SLT/ SENCO	Ongoing SEND policy/ report reviewed annually	All stakeholders receive information in accessible formats; SEND information clearly available with reference to RBWM Local Offer.
	Provide support for parents and pupils who require alternative communication methods (e.g., visual prompts, translation, dyslexia-friendly text).	All staff	Ongoing, as required	Equal access to school information for all pupils and parents.
Stakeholder Consultation	Collect views of pupils through discussions and questionnaires.	Headteacher	Regular intervals throughout year	Views collated and analysed; informs planning.
	Send out/collect questionnaires to parents; focus on accessibility of information.	Headteacher	Regular intervals throughout year	Views collated and analysed; informs planning.
	Keep staff updated on information sharing, training, and collection of their views.	All staff	Ongoing	Staff input informs improvements.
	Discuss accessibility and inclusion issues at Parents' Evenings, Annual Reviews, and other meetings.	All teaching staff	Ongoing	Stakeholders involved in shaping accessibility provision.
Monitoring and Review	Audit staff training needs and provide updates on inclusive practice.	SLT School Business Manager Headteacher	Ongoing and as required	Staff equipped to meet accessibility needs.



	Regularly review SEND register and pupil support documentation	SENCO All staff	Ongoing, 3x per year minimum	Comprehensive overview of pupils' needs; provision monitored.
	Include Personal Emergency Evacuation Plans (PEEPs) for pupils and visiting staff with mobility/medical needs.	Headteacher School Business Manager	Ongoing, as required	Safe evacuation procedures in place for all.
	Review resources and ICT provision for accessibility and suitability.	Headteacher School Business Manager SENCO	Ongoing	Learning resources support all pupils effectively