



Appleton CE (A) Primary School Equality Policy and Accessibility Plan

*Our vision is to be a happy and welcoming school community where we learn to **build wisely for life** by following Jesus' example of love and care, and by aiming to be the best we can for ourselves and the good of others.*



School Statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish and experience “life in all its fullness” (John 10:10) in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all

members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We are aware that Church Schools are safe havens where play and exploration are encouraged. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist, homophobic, biphobic and transphobic bullying and language.

The school recognises it has to make special efforts to ensure that all groups are treated with dignity and respect to allow them to flourish, especially minorities and the marginalised. Jesus demonstrated this through the attention he gave to protecting and nurturing the disadvantaged, the excluded, the despised and the feared. The groups that the school ensures careful consideration of include:

- gender
- race
- disability
- special education needs
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- age (staff only)

1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Guiding principles

Our approach to equality is based on the following key principles:

- To be a happy and welcoming school community which celebrates all of humanity without exception or exclusion
- To teach children to follow Jesus' example of love and care, encouraging a sense of openness, forgiveness, tolerance and goodwill
- To recognise and respect the uniqueness and intrinsic value of every individual
- To show kindness to ourselves, our community and the world around us
- To encourage children to be the best they can be, for themselves and the good of others, taking responsibility for fulfilling their potential and making wise choices in their actions

3. Links to other policies and documentation

We ensure that the principles listed above apply to all our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching pedagogies, including styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice-related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

We will have regard to the DfE guidance on the Equality Act 2010 for schools which is appended to this policy; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

The school has identified the following strategies that are specifically designed to meet our legal duty and live out the guiding principles listed above to eliminate discrimination, harassment and victimisation, to ensure fair and equal treatment for pupils:

Appleton CE (A) Primary School recognises its duty to remove any factor which might represent a hindrance to a child's fulfilment so that all children can live with dignity and respect, and as such it needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school. Leaders have created a culture of vigilance where staff are trained and encouraged to identify any pupil who may be at risk. As a voluntary aided school our admission policy is in line with Diocesan Policy. All admissions are processed by Oxfordshire County Council but admissions appeals are heard by a Diocesan Panel.

Attendance

The school and families are aware of their rights and responsibilities in relation to pupil attendance. The school has a comprehensive attendance policy and all absences are followed up promptly by the school office. Attendance is monitored carefully.

Behaviour

The school expects high standards of behaviour from all pupils and has a very clear behaviour policy which is reviewed and communicated to parents annually. Exclusions are very rare. The school's procedures for managing behaviour are fair and applied equally to all. Pupils, staff and parents are aware of procedures for dealing with all forms of harassment. They know that any prejudicial language or behaviour, which for example is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Curriculum

The school curriculum is designed to provide opportunities for pupils to understand, respect and celebrate difference and diversity.

Ensuring fair and equal treatment for staff and others

Appleton CE (A) Primary School ensures that its policies and practice do not discriminate, directly or indirectly, against adults as well as children in the school. We emphasise that positive role models and a wider perspective will strengthen the school. The school adheres to recruitment, selection and retention procedures which are fair, equal, and in line with statutory duties. The skills of all staff, including support and part-time staff are recognised and valued. All staff are encouraged to share their knowledge.

Preventing and dealing effectively with bullying and harassment

Appleton CE (A) Primary School is committed to building a culture where all members feel confident and supported in challenging bullying. Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently, showing sensitivity and wisdom. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice related incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable.

The school has identified the following strategies that are specifically designed to meet our legal duty and live out the guiding principles listed above to advance equality of opportunity between different groups:

Equalising opportunities

The school recognises that some groups covered in this policy may be economically disadvantaged. Appleton CE (A) Primary School ensures that it provides equality of opportunity to all children in a variety of ways. The school provides many extra-curricular opportunities that are open to all children. The school has a very clear charging policy which is made available to all parents and reviewed annually by the governing body. For extra-curricular activities such as visits and visitors the school asks parents for a voluntary contribution, making clear that a child will not be disadvantaged if their parents cannot make a financial contribution. Some trips and visitors are subsidised and sometimes paid for by the Friends of Appleton School. Where the school asks

for a parent contribution, notice is given and where the amount is significant, in the case of residential trips, a payment by instalment plan is offered.

The school offers a range of after-school clubs, many of which are provided free of charge. These are varied throughout the school year in order to appeal to all ages and interests. The uptake is very good and most clubs are fully subscribed. N.B. Clubs will restart after Covid restrictions are lifted.

Addressing the full range of learning needs

Recognising that some of the groups covered in this policy are more likely to under-achieve, curriculum planning takes account of and builds on children's starting points and is differentiated appropriately to ensure the inclusion of all pupils.

Appleton CE (A) Primary School provides a creative curriculum that is broad and balanced, allowing children to flourish and experience life in all its fullness. The school monitors and evaluates its effectiveness in providing an appropriate curriculum through the analysis of pupil progress and surveys to ascertain attitudes to learning.

Each area of the curriculum is planned to provide opportunities for pupils to understand, respect and celebrate difference and diversity. All subjects contribute to the spiritual, moral, social and cultural development of pupils. Teachers ensure that the classroom is an inclusive environment in which all children can participate; feel all their contributions are valued; have opportunities to succeed and achieve high standards. All children are enabled to access the curriculum and teachers take positive action to include all groups or individuals. Pedagogy and pupil groupings in the classroom consider the needs of each individual pupil.

Baseline assessment is used appropriately for all pupils. The Headteacher and senior leadership, including the SENCo, monitor pupil performance of all groups, and work with the class teachers to develop programmes for improvement. As a result, and because we are committed to ensuring that all children achieve their best to fulfil their own unique potential, pupil achievement is analysed and reviewed on an individual basis. The monitoring and analysing of pupil performance by different groups including gender, ethnicity, SEND and background enables the identification of groups of pupils and individuals where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Assessment for learning, including self-assessment and peer assessment, provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. The school encourages a Growth Mindset attitude towards learning whereby everyone is able to achieve through their own effort.

All pupils have full opportunities to demonstrate what they know, understand, can do and are aware of the next steps in their learning. Information from assessment is used to inform future learning and staff use a range of methods, strategies and approaches to assess pupils' progress.

We make regular assessments of pupils' learning and use this information to track pupil progress. We regularly monitor achievement by all groups to ensure all pupils are making the best possible progress and take the appropriate actions to ensure this is achieved.

We also acknowledge the impact the mental health needs can have on children's attainment and progress, as well as their health and happiness. We have nurture TAs who can work 1:1 or in a small group with children who need this support. Teachers are also instrumental in supporting all children in their classes and identifying any children who might benefit from this. Teachers also work closely with families so that communication is fluid between school and home, as this helps everyone to flourish.

Supporting pupils with particular needs

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school's approach to welfare and well-being takes account of cultural, religious and ethnic differences, and the differences that all children have experienced.

Staff at Appleton CE (A) Primary School provide excellent care and support to all pupils regardless of their needs, with no exceptions or exclusions, through the building of productive and supportive relationships with families and by close partnership with a range of agencies.

Making the school accessible to all

The school is committed to ensuring that Appleton CE (A) Primary is a happy and welcoming, inclusive school. There is wheelchair access to the building and the school is equipped with a disabled toilet and shower. The site has been adapted to accommodate a child with a severe visual impairment and equipment was bought and hired to enable them to fully access the curriculum.

The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

Avoiding negativity towards different groups

The staff remain alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils and any instances are dealt with according to the appropriate policies.

The school has identified the following strategies that are specifically designed to meet our legal duty and live out the guiding principles listed above to foster good relations:

Listening to pupils, staff, parents and others

The school has an open-door policy and communication between parents and staff is very good. There is an active Parent Teacher Association, 'The Friends of Appleton School,' which has representatives in each year group and holds regular meetings.

The school has an active School Council that meets with the assistant headteacher. This group plays an important role in decision making within the school. All year groups are represented on the School Council and members are elected by their peers at the start of the year. N.B. This group will run once COVID restrictions are lifted.

The school uses a wide range of other methods for listening to children's views. The school has an ethos of mutual dignity and respect and staff make time to listen to children's thoughts, ideas and concerns. Children are encouraged to express their feelings and opinions, including challenging discrimination and prejudice. Classes use strategies including thought boxes and card systems to enable children to express their feelings and indicate when a private word is requested. This prepares pupils to know how to live well together.

Informing and involving parents and carers

Parents are invited to attend two parent/teacher meetings each year at which the child's progress is discussed as well as their next steps. Attendance at these is monitored and followed up with individual parents and alternative dates and times offered. More frequent meetings are arranged as necessary. At the end of the year, parents receive an annual written report.

Parents of children with SEN are invited to attend an additional meeting each term to review progress against their individual education plan.

At the start of each academic year the school holds an open evening to introduce all staff and give parents and carers the opportunities to visit classrooms and meet teachers. As this could not happen in September 2020, each teacher created a welcome video and an online meeting was livestreamed for all parents and

carers.

We use ParentMail to send out our weekly update and additional information but paper copies are provided for families who cannot access this facility. The update is also posted on the school website. The school also uses text messaging to alert parents to information. We publish our policies, curriculum plans and a wide range of information on the school website. Each class regularly posts pictures and updates on what they have been learning on their class pages of the website.

Parental Questionnaires are sent out each year to establish feedback on the school. We have an open-door policy and encourage parents to inform us of any concerns they have and invite them to discuss these or to make their comments anonymously if they prefer. The results of these questionnaires are published through ParentMail.

Welcoming new pupils and helping them to settle in effectively

We recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. The school has very good transition arrangements for all children and families when they first start school. This includes pre-school visits, induction visits, welcome sessions, meetings with parents and sharing a welcome presentation about each classroom. Where a child starting school requires adjustments to cater for a disability, additional induction is planned prior to the child starting school. The SENCo ensures that planning meetings are established with the parents and other relevant professionals to ensure a smooth start for the child. We also plan very carefully for transition to Secondary, with additional support planned for vulnerable pupils.

The school has identified the following strategies that are specifically designed to meet our legal duty and live out the guiding principles listed above to address other equality issues:

Former pupils

The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'old pupils' communications and activities.

Establishing, maintaining and developing a school culture and ethos

Appleton CE (A) Primary School opposes all forms of harassment, prejudice related incidents and discrimination and publicly celebrates diversity without exception or exclusion. The school also actively promotes good personal and community relations. Through our Christian Vision and associated Values, staff foster a positive atmosphere of mutual respect and trust among all pupils. The school actively teaches children about different faiths and beliefs and actively encourages all pupils to understand and respect these.

Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice related incidents. Any forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable.

4. The specific reporting duties

We will:

- Publish information to demonstrate compliance with the three aims of the Public Sector Equality Duty within all our functions and to do this at least annually.
- Set and publish equality objectives, at least every four years.

To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.

We will decide what information we need to publish to demonstrate our compliance with the Public Sector Equality Duty as there is no subscribed format. We will look at what equality information we publish already, and to consider whether that gives a reasonable picture of progress on equality issues affecting our pupils, parents/carers, community and staff to raise standards for all. It is essential for us to maintain and ensure that our focus is on performance, not process.

We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.

We will publish this information at least annually.

This information has been published to demonstrate compliance with the PSED on 10th September 2020.

Next review: September 2021.

Monitoring and Evaluating the policy

The Policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our equality objectives set annually and review this policy on a three-year cycle. This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated annually, led by the member of staff responsible for equalities.

Member of staff responsible for equalities: Amy Carnell (Headteacher)

The Governing Body will report annually on progress made to achieve equalities objectives.

As a result of our audit of equalities in Autumn 2018 The Governing Body has agreed the following equalities objectives:

- 1. To improve boys' attainment in writing.**
- 2. To provide equal access to facilities (eg toilet and changing space) to ensure dignity and respect for all.**

Approved by the Governing Body Autumn 2018.....

The date that we will review the equalities objectives ...Autumn 2021

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Appleton C of E Primary School we value all God's children and ensure that our values of kindness, responsibility and respect impact on our provision for all.

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, this procedure sets out the process for raising these concerns.

2. 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 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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, as well as mental health issues.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Pupils with a disability close any gaps in their learning.	<ul style="list-style-type: none"> Teachers to meet 1x term with parents for SEN reviews Teachers to track children's progress and discuss in pupil progress meetings Teacher training on dyslexia 	Class teacher/SENDCO	Ongoing	<ul style="list-style-type: none"> Teacher tracking and assessment shows pupils with a disability closing gaps
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	Monitor the physical environment to ensure accessibility for all pupils.	<ul style="list-style-type: none"> Assess this as often as required, but at least yearly, as part of the H&S 	Class teachers	Ongoing	<ul style="list-style-type: none"> School is accessible to all pupils

	<ul style="list-style-type: none"> • Ramps • Double doors • Corridor width- 1 way system • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 		audit procedure.			
Improve the delivery of information to pupils and parents with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Resources such as coloured overlays are available 	<p>Parents are contacted in their preferred method.</p> <p>Parents' needs are met in relation to their accessibility issues.</p>	<ul style="list-style-type: none"> • Ask parents how they would prefer to be contacted by teachers/the office. • Ask parents basic details of their accessibility issues, so that we can meet their needs. 	Office staff	Spring 2021, then at least yearly.	<ul style="list-style-type: none"> • Parent contact preferences are recorded so that staff can access them. • Any parent accessibility issues are known and appropriate plans in place.

<p>Increase support for children with mental health needs</p>	<p>Our school supports children in a variety of ways. This includes:</p> <ul style="list-style-type: none"> • 1:1 nurture time • Jigsaw PSHCE • Worry boxes • An “open door” policy to support children and parents/carers 	<p>Timetable changes to allow more TA time for nurture sessions.</p> <p>Improved communication between teachers and parents/carers.</p>	<ul style="list-style-type: none"> • SLT to look at timetable and redeploy staff. • Teachers and SLT to work with external agencies, such as CAHMs, as required. 	<p>SLT</p>	<p>October 2020</p>	<ul style="list-style-type: none"> • More children have the nurture time that they need in order to be supported with their mental health needs.
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and policy (see above)
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are narrow- 1 way system in place	Access viability of keeping one-way system if we have children who require more space e.g. wheelchair users.	SLT	n/a
Parking bays	Parking space on site is limited. There is a disabled parking bay closest to the school entrance.	None needed	SLT	n/a
Entrances	Entrances are wide, including a set of double doors to the hall.	None needed	SLT	n/a
Toilets	An accessible toilet with shower has been created in order to give dignity to children who may need to use it.	None needed	SLT	n/a
Internal signage	Internal signage is large print and clear.	Monitor and update as required.	SLT/Class teachers	n/a- ongoing
Emergency escape routes	Children who need them have personal plans for emergency escapes. Regular practises are carried out. All classes have a map of escape routes. Emergency escape routes are checked regularly. All staff are aware of their responsibilities in case of emergency escape.	Ongoing	SLT/Class teachers/fire marshalls	n/a- ongoing