

Equality and Inclusion Policy

Incorporating our Accessibility Plan and Equality Duties & Objective



**At Woodcote Primary School, we rise to the challenge and
aspire to be the best that we can be.**

Everyone has skills and talents that deserve to be celebrated.

Everyone has the opportunity to shine.

Everyone has areas that could be developed further.

Everyone has the right to learn and the responsibility to try their best.

Everyone is an individual and deserves to be treated with respect.

**It's our responsibility to help you along the journey of
development and discovery.**

1. OVERVIEW

1.1 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality and Inclusion Policy summarises the school's approach in ensuring equality for all.

1.3 We acknowledge and aim to comply with the Public Sector Equality Duty 2010 which has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

2. OBJECTIVES

2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

2.3 To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

2.4 To recognise and celebrate diversity within our community whilst promoting community cohesion.

2.5 To ensure that this policy is applied to all we do.

2.6 To ensure that pupils and parents are fully involved in the provision made by the school.

2.7 To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

3. GOOD PRACTICE

3.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

3.3 We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

3.4 We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

4. STRATEGIES

4.1 Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

4.2 Parents and governors will be involved and informed about the provision being offered by the school.

4.3 Teachers will ensure that the teaching and learning takes account of this policy.

4.4 The diversity within our school and the wider community will be viewed positively by all.

4.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

4.6 Professional development opportunities are provided regularly for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

4.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

4.8 The positive achievements of all pupils will be celebrated and recognised.

5. OUTCOMES

5.1 This policy will play an important part in the educational development of individual pupils.

5.2 It will ensure that all pupils are treated equally and as favourably as others.

5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

5.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

6. EQUALITY OBJECTIVE

6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

6.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

6.3 We will regularly review the progress we are making to meet our equality objectives.

6.4 All of our children have a right to access our academic and extended curriculum, and experience all of the opportunities that we can offer, regardless of their personal, social or physical differences, and we strive to achieve this each and every day in many ways.

Equality objective 2018 – 2021

To narrow the progress gap between girls and boys, particularly boys who are in receipt of Pupil Premium support.

Our progress data shows that this group of children do not always make expected or accelerated progress and it is essential that we aim, and take steps, to narrow this gap.

We will be successful in achieving this objective if:

- This group of children's progress improves in writing so that the progress gap between them and all other children has narrowed.

We will have completely fulfilled this objective if:

- Over the next three years, there is no gap between this group of children and all other groups of children in school.

7. Accessibility Plan

7.1 Under the Equality Act 2010, schools should have an Accessibility Plan. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

7.2 Priorities of the school's plan

We take advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed period of time.

7.3 The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities

	Objectives	Action			Success Criteria
		Strategies	Timescale	Responsibility	
1.	Review all statutory policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	As policies are reviewed as per monitoring cycle	HT SLT	All policies clearly reflect inclusive practice and procedure
2.	To be aware of the access needs of disabled children, staff, governors and parents/carers	To create access plans for individual disabled children as part of the EHAC/IEP process To ensure staff, governors and parents/carers can access required areas of the school Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of the school	As necessary Termly or as necessary Annually at the start of the new school year	SENCO Class Teachers Governors/HT HT/DHT	EHAC/IEP's are in place for disabled pupils, and all staff are aware of pupils needs All staff and governors are confident that their needs are met Parents/carers to have full access to relevant areas of the school
3.	To ensure full access to the curriculum for all children	A differentiated curriculum with alternatives offered A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas Use of interactive ICT equipment Specific equipment sourced from occupational therapy	Daily	Teaching staff SENCO	Advice taken and strategies evident in classroom practice
4.	Ensure the school staff and governors are aware of access issues		Reported as necessary	SENCO Headteacher	
5.	Ensure support staff have specific training on disability issues	Be aware of staff training needs Staff able to access appropriate CPD	Reviewed half-termly	SENCO SBM SLT	Support staff aware of disability issues and are confident that all needs are met

6.	Ensure that all school visits and trips are accessible to all pupils with learning or physical disabilities	Thorough planning and advanced visits Thorough risk assessments	Termly	Visit Leaders EVC	
7.	Improve physical access to mobile classrooms	Contact Property Services if wheelchair access is required Ensure temporary classroom is available until ramp installed	As necessary	SENCO SBM	If required property services will arrange the installation of a ramp for wheelchair access NOTE: Mobile classroom has temporary planning permission.
8.	Establish close liaison with outside agencies for pupils with ongoing health needs. To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interview, liaise with external agencies, identify training needs (e.g. training for anaphylaxis, epilepsy) and establish individual protocols where needed	Constantly reviewed	Headteacher SENCO SBM	Clear collaborative working approach
9.	To liaise with Nursery providers to review potential new intake for September	To identify pupils who may need additional or different provision	Annually	EYFS Teacher Nursery Nurse	Procedures and any required equipment in place for the start of the new school year

7. POLICY REVIEW

7.1 This policy will be reviewed every three years by the Governing Body, as part of its monitoring cycle.

7.2 This policy, objective and plan will be looked at annually by the SENCo and Headteacher to ensure that it remains relevant and any minor adjustments made as it becomes necessary.

Signed:

Headteacher

Chair of Governors

Date: