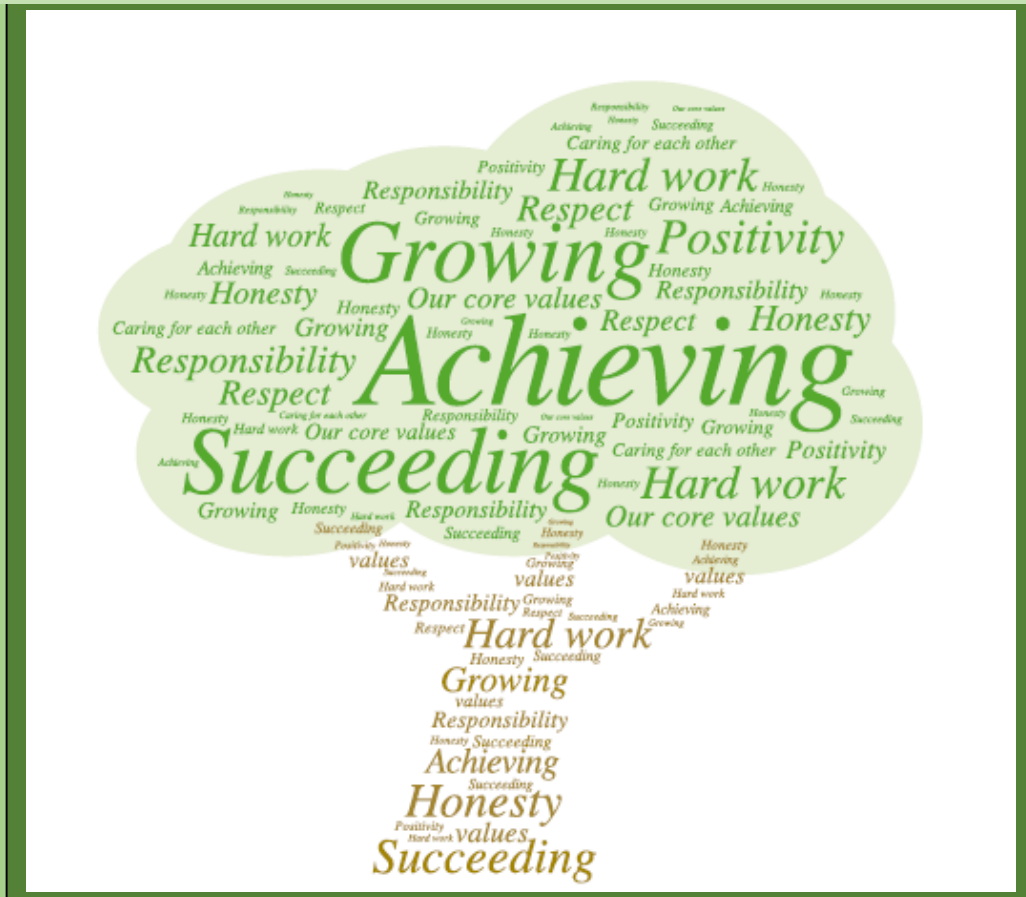


Park End Primary School



Approved By: *D. Jackson*

Date: 4.2.19

EQUALITY AND ACCESSIBILITY POLICY

Review Date	Type of Review	Comments	Initials
Jan 2019	Update		LR

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

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

2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. 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.

5. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)

- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in all activities.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. 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, citizenship and personal, social, health and economic (PSHE) education, but also 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 and inviting 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.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality Objectives

1. To diminish the difference between the attainment of children with SEND against children without SEND in reading, writing and maths.

We chose this objective because there are subjects within specific year groups where the difference between the attainment of SEND/non SEND widened between Summer 2018 and Spring 2019 e.g. Yr2 (maths), Yr4 (maths/writing) and Yr5 (writing). Overall, however, the difference between the attainment of SEND and non-SEND is diminishing.

To achieve this objective we plan

to analyse the impact of interventions for children with SEN

for the designated SENDCo to carry out pupil progress meetings and book scrutiny in line with school procedures for children with SEND

for senior leaders/teachers to run intervention groups for children with SEND in term time and in additional after school sessions and holiday 'clubs.'

to take part in a SEND review to analyse our practice (Feb 2019) and act upon it's findings

Progress so far

Spring 2019

Impact measures are in place (provision mapping)

Pupil progress meetings run in Spring term

Senior leaders/ teachers responsible for running interventions

2. To reduce the number of referrals made to outside agencies for children suffering with SEND related to their social, emotional and mental health (SEMH)

We chose this objective due to the high number of referrals that school made to agencies in the year 2017/18 for children with SEND related to social, emotional and mental health. There seemed to be little measurable improvement in SEMH as a result of the referrals

To achieve this objective we plan

To design a dedicated space to provide support for SEMH

To train staff upon the Thrive approach

Progress so far

Spring 2019

We have plans to convert an area of school (The Hub) to a dedicated area to support children with SEMH

Staff members have completed training upon Thrive

8. Monitoring arrangements

This document will be reviewed at least every 4 years and approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy

