

Hingham Primary School



Equality Statement and Accessibility Plan

Formally adopted by the Governing Body/ Trust of:-	Hingham Primary School
On:-	July 2023
Chair of Governors/Trustees:-	Susan Gothard
Review date:-	June 2026

At Hingham Primary, we treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community feel like they belong and are nurtured to learn and achieve.

As a highly inclusive school, we focus on the importance of equity. Therefore, more support will be needed by some to gain equal access and opportunity. Adjustments may need to be made to be part of the school community; this includes pupils, teachers, teaching assistants, office staff, cleaning staff, parents, carers, visitors and school governors.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 has nine 'protected characteristics' these are: age, disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion, and belief (and having no belief), sex (gender) and sexual orientation.

- **All learners are entitled to an equality of opportunity.**
- **We recognise, respect and value difference and understand that diversity is a strength.**
- **We foster positive attitudes and relationships.**
- **We foster a shared sense of cohesion and belonging.**
- **We observe good equalities practice for our staff and volunteers.**
- **We have the highest expectations of all our children.**
- **We work to understand the impact of being a Young Carer.**
- **We work to raise standards for all pupils, but especially for the most vulnerable.**

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Every governing board meeting keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- o promote an inclusive and collaborative ethos in their classroom
- o challenge prejudice and discrimination including inappropriate language
- o deal fairly and professionally with any prejudice-related incidents that may occur
- o plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability including through history
- o maintain the highest expectations of success for all pupils
- o support different groups of pupils in their class by planning teaching that reduces the barriers to learning
- o keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equality practices and comply with the duties set out in this policy.

Key contacts

Staff responsible for equalities – Vickie Newrick

SENCo – Louise Spencer

Chair of Governors – Susan Gothard

SEND link governor – Susan Gothard

What we are doing to eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to behaviour management and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We are aware of the "Reasonable Adjustment" duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

What we are doing to foster good equality practice?

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHRE and across the curriculum.
- We use materials and resources that reflect the diversity of the school and the wider population in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Gypsy Roma Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and review this data regularly and take action to reduce incidents.

Where appropriate, policy and practice change.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHRE lessons, whole school surveys on children's attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on One page profiles.
- explore and respond to national agenda and issues.

Equal Opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy

We review and update our accessibility objectives every three years, when legislation changes or when a situation arises that leads to a need to change practice.

Disseminating the policy

This Equality Policy along with the Accessibility Objectives and data is available on the school website.

Our Accessibility Plan

This plan aims 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.

We have added a number of objectives linked to other areas of our Equality Statement:

- To increase participation and expectation despite gender norms/socio-economic background
- To ensure people of all protected characteristics have access to learning, activities and events

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed regularly to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.



Accessibility Plan 2023 - 2026

Area	Targets	Activities	Time frame	Monitoring	Success criteria
Curriculum	Staff members provide a curriculum that is accessible to all.	Curriculum is designed with all learners in mind. Teaching strategies include all pupils in all lessons. Any pupil specific adaptations are to be made based on cohort.	On-going with adaptations where necessary.	SENCo to monitor through "One Page Profile" and ECHP reviews	Staff are equipped to use techniques to support and plan for learners using Hingham Primary Curriculum.
	All school trips are fully accessible.	Completion of risk assessment, informing venue of additional needs and making reasonable adjustment.	On-going	HT considers accessibility in the authorisation of all trips.	Children are able to safely access school trips with adjustments if necessary.
	Children with additional needs use IT to support learning.	Use of Access through technology – applications through SENCo	On-going	SENCo feeds back to SEN link governor	Children with additional needs access the curriculum independently.
	Children with English as an additional language will achieve in line with their peers.	Personal action plan developed when appropriate.	On-going	Class teacher and HT through pupil progress meetings.	Children with EAL will achieve in line with their peers.

	Children with communication, speech and language difficulties will develop ways of communicating.	Signing, PECS and visual boards used for children with additional needs. Visual cues around the classrooms and school.	On-going	SENCo to monitor through "One Page Profile" and ECHP reviews	Children will be able to communicate their needs and participate in mainstream classroom.
	Children with additional needs to be able to access the curriculum.	Adaptions made to ensure access using a wide range of strategies to benefit all children. (Equipment, provision and support)	On-going	SENCo to monitor through "One Page Profile" and ECHP reviews	Children make progress in line with their peers across the curriculum.
	Gender gaps are reduced to ensure all children achieve expected or better progress.	Positive gender role models and experiences provided to support boys in reading and writing and girls in STEM learning. Tracking pupil progress and additional provisions in place where necessary. Curriculum to have equal access for boys and girls challenging stereotypes. Develop further outdoor learning to appeal to a wider range of children.	On going	HT through pupil progress monitoring and classroom practice observation	Gender gaps close with boys and girls achieving in line.
	Extra-curricular activities taken up by children from all groups (male, female, FSM, SEND, EAL).	Track participation and monitor which groups are represented in the school offer of extra-curricular activities. Identify any areas where children are not gaining access due to their "group".	ongoing	DHT monitor and report to link governors	Up take of clubs and other activities reflects equal opportunities.

Communications	Ensure parents and carers are well informed.	Information regarding SEND regularly shared. Parents and carers invited to drop ins. Up-to-date information on website for all families to access. Parentmail to be used to enhance communication. Where appropriate, consultation of policies and procedures will take place.	On-going	Link governors for SEND and Parental Engagement	Parents and carers have access to current and relevant information about the school and their child.
Premises	All children, staff and visitors to have access to all areas of the building	Evaluate needs of children, staff and visitors to school and ensure access to the rooms. Assessment of the adjustments that might be needed. If necessary, make changes to the arrangements or the building. Purchase of removable ramp for entrance to Hub, staff room, Green room and Fox class (2023/2024) e.g. https://www.theramppeople.co.uk/wheelchair-ramps-folding-multi-option (£85)	On- going	Premises Governors	All building users will have access to all facilities.
	Ensure safe use of any additional facilities installed	Training for use of hoists, ramps, lifts when appropriate.	When appropriate	HT	Handling procedures are followed to ensure no physical injury.
	Consideration of sensory and dyslexia needs	Displays and classrooms to use techniques that ensure the spaces are not overwhelming for children.	On going and adjust appropriate to needs.	SENCO	Children are able to access the learning environments positively.