

Hatherley Infant School

Single Equalities Scheme and Accessibility Plan



September 2019 – September 2022

We want to ensure your needs are met.
If you would like this document in any other format, please contact us:

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1. Safeguarding Statement

Nothing contained within this scheme overrides the on-going commitment of the school to adhere to the safeguarding of children, vulnerable adults or members of staff. This scheme along with all others should be read in conjunction with the main safeguarding policy.

Safeguarding of the children, vulnerable adults and members of staff is at the forefront of everything we do.

2. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff, parents and carers or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics”, which are covered by this policy, but not as part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or ‘general duty’:

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two ‘specific duties’:

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

This scheme describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality. Our Single Equality Scheme (SES) and action plan covers a three year period from 2015 to 2018. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school, such as parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

3. Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful, racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

Racist incidents are reported in accordance with the Gloucestershire LA guidelines. Verbal, physical, acts of non-cooperation are all reportable, as are acts of graffiti. The reporting procedure details the resolution that has been reached to the problem and also identifies agencies that have been involved in reaching this resolution.

Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils and adults in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Our Accessibility Plan is attached as Appendix A.

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Gloucestershire County Council (the employing board of Hatherley Infant School) considers that this has been addressed through the School Teachers Pay and conditions documents which is legislative in England and Wales.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

4. Our school values and visions

Meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- Provide a secure, stimulating environment where children can learn, grow and develop to their full potential.
- Ensure that each child is valued and respected.
- Develop the ability of children to deal responsibly with social, spiritual and moral issues.
- Encourage pupils to value and respect people from all cultures and communities.
- Establish open and respectful communication between pupils, teachers, parents and the wider community.

5. Our school profile

Hatherley Infant School:

- Hatherley Infant school has 123 pupils in 5 classes, including two mixed aged classes.
- 66% of the total pupils are from ethnic minority groups.
- The largest ethnic group are of Indian origin.
- Followed by mixed race pupils and Black African.
- Other smaller groups include White Western and Eastern European, Black Caribbean, Pakistani, other Asian, White and Asian, White and Black Caribbean, White and Black African, any other Black and Bangladeshi.
- 49% are E.A.L. and 12 different language are spoken; Gujarati, Yoruba, Bengali, Panjabi, Arabic, Malayalam, Urdu, Mauritian Creole, Swahili, Czech, Portuguese and French.
- 15% of the pupils have Special Educational Needs/Disability

6. Collecting and analysing equality information for pupils at Hatherley Infant School

We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions procedures.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.

We analyse data (via ASP, Insight, IDSR) on the school population by:

- Gender
- Ethnicity
- EAL
- Percentage of pupils identified as having a special educational need and/or disability
- Year group
- Free School Meals
- SEND
- Looked after Children.

We collect and analyse data on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English. We also collect, analyse and use data in relation to attendance and exclusions of different groups.

7. Staff and governors at Hatherley Infant School

Hatherley Infant School is committed to providing a working environment free from discrimination, victimisation and harassment. Hatherley Infant School also aims to recruit an appropriately qualified workforce and governing board that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

The school is 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. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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 in line with guidance from Gloucestershire County.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development in line with the school's improvement priorities and performance management policy.

8. Consultation and involving people

We use a range of opportunities to develop and promote the Single Equality Scheme and Action Plan including:

- Discussions at staff meetings
- Discussions with pupils in the classroom during circle time
- Discussions at governing board meetings
- Parent questionnaires
- Staff, Governor and Regular Visitor questionnaire.

Our analysis of the above has contributed to the Objectives and Action Plan, Section 17.

9. What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes:

Race equality

No racist incidents are recorded in school in the 2019-20 academic year. Staff are suitably trained and experienced to know how to identify these. Where incidents occur clear procedures are in place to report these to senior staff so that they can be pursued.

Disability equality

Parents and carers are formally asked when their child starts at school to inform us of any disability a family member has that would affect their access to any part of the school (premises, curriculum or communication).

Gender equality

Teachers are sensitive to the needs of both genders. Data is for reading, writing and maths is examined by gender.

10. School policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- School Improvement Plan
- SEN Information Report and Policy, Early Help Offer

- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy

11. Roles and responsibilities

- Our governing board will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing board.
- The Headteacher has day-to-day responsibility for coordinating the implementation of this scheme.

All staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.
- All staff members will receive copies of the school's Equality Scheme.

Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

12. Commissioning and procurement

Hatherley Infant School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

13. Publicising our scheme

Our scheme will be published in the following ways:

- School website
- Newsletters
- Staff induction
- Through PSHE curriculum/ British Values

14. Annual review of progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme and review the progress made against objectives. We will also revise our Single Equality Scheme and Accessibility Action Plan every three years.

15. On-going evolvement of our scheme

We will continue to involve people from all aspects of our school community in the on-going evolvement of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at Staff meetings to discuss equality and diversity issues
 - Having staff available to discuss equality and diversity matters during parent consultation meetings
 - Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

16. Equality Objectives and Action Plan

Equality objectives:

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We will evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve the following:

Our equality objectives are to:

- **Ensure additional support and opportunities are offered to EAL pupils and families in order to promote reading and develop comprehension leading to a higher percentage achieving age related expectation at the end of KS1.**

	2017-2018	2018-2019	2019-2020
% Of EAL Pupils achieving Expected in KS1 SAT results in reading	60%	37%	Covid 19 no results
% Of EAL Pupils achieving Greater depth in SAT KS1 results in reading	9%	42%	

- Improve progress for boys in writing across the school through Talk for Writing.

	2017-2018	2018-2019	2019-2020
% Of boys achieving Expected in KS1 SAT results	46%	52%	Covid 19 no results
% Of boys achieving Greater depth in SAT KS1 results	%	24%	

- Continue to promote British Values throughout our curriculum: Democracy, Respect, Equality, Liberty and Tolerance (see British Values policy).

• September 2019-20	There is a British values curriculum map for all year groups which highlights key areas. This includes Democracy -votes for school council, setting up classroom rule, class contract.
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- Improve access to home learning / remote learning.

September 2019-20	All year groups have curriculum maps to support learning related to the class topics. Weekly home learning was accessed via the school website, 'Padlet', was used to enable children and families to share learning with their teachers. Individual login for children for 'reading buddies' and 'Purple Mash,' provided.
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Hatherley Infant School & Nursery Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Hatherley Infant School & Nursery plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. New Plans will be drawn up every three years.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Single Equality Plan
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- School Prospectus and

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. It also refers to the Annual Premises Audit carried out by the Strategic Property Officer (Andrew Johnson). It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The School Prospectus will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Premises and Finance Committee of the Governors.

The school will work in partnership with the local authority

Hatherley Infant School Accessibility Plan

Improving the Physical Access at Hatherley Infant School

Item	Activity	Outcome	Timescale	Cost
Doors: improve ease of opening of all internal doors and ensure all doors to have a viewing panel	Audit of internal doors Adapt doors and/or door knobs as appropriate Change doors if no viewing panel	Classroom doors – improved ease of opening.	December 2018	£2000
Outdoor physical equipment.	Installation of physical activity equipment eg. trim trail, climbing apparatus etc	Improved opportunities to develop gross motor and core strength.	July 2018	£22,000

Improving the Curriculum Access at Hatherley Infant School

Item	Activity	Outcome	Timescale	Achievement
To improve PE provision for pupils with a physical disability.	Review new PE scheme. Adapt planning and ideas in order to ensure inclusion for children with physical disabilities.	Teaching and Learning in PE is adapted and pupils with physical disabilities are included.	Annual focus	Barriers removed – increase in access to PE curriculum.
An increasingly high proportion of children have identified SEMH needs	Additional provision including Pastoral support, sand tray play, lego play, use of calm boxes, fidget toys, yoga etc	Pupils with SEMH needs are supported in order to improve their readiness to learn and access of the curriculum.	Annual Focus	Barriers removed – increase in access to the National Curriculum.
An ever increasingly high percentage of children enter school with delayed speech and language, limited vocabulary and frustrated at their inability to communicate effectively.	Additional opportunities e.g. Talk Boost, SALT outcomes for children to develop speaking, listening and communication skills. Support to widen vocabulary and speak in complete sentences with improved clarity and grammar. Speech and language intervention programmes Talk for Writing	Improved progress and confidence to express themselves through speech and language/communication skills	Annual Focus	Barriers removed – increase in access to the National Curriculum.

Improving the Accessibility of information at Hatherley Infant School

Item	Activity	Outcome	Timescale	Achievement
Availability of written material in alternative formats or languages.	The school will make itself aware of the services available through the LA for converting written information into alternative formats e.g Braille, Google translate	The school will be able to provide information in different formats when requested.	On-going	Delivery of information to children and families improves.