



Equality Scheme and Accessibility Plan

2017 –2020

Policy date: March 2017
Policy review: March 2018

Signed: (Headteacher)

Signed: (Chair of Governors)

Date:

1 Vision and Values

Our equality vision and the values that underpin school life

Our vision for the future

Pirton School is committed to offering a Primary education of the highest quality to each child. As a school at the heart of the village community, we set out to promote and nurture moral and spiritual values within a happy environment where everyone feels valued and secure.

The school seeks to provide a rich and varied curriculum that ensures that all children are challenged to achieve their best and become confident and independent learners.

Pirton School has high, individual-based expectations of all members of the school community in all aspects of their school life. We will constantly review our objectives, celebrate our achievements and will always strive to improve.

Our Aims

- To provide an education of the highest quality for each child.
- To provide a caring and welcoming environment where all children are happy and feel confident to develop their potential.
- To have high expectations of academic excellence whilst promoting the moral, cultural, spiritual, social and physical development of our pupils.
- To prepare our pupils for their future education and adult life by encouraging an enthusiastic and independent approach to learning, the development of social skills and a positive self-image.
- To foster our successful partnership with parents, carers and the wider community to promote the aims of the school.

2 School Context

The characteristics of our school

A brief description of our school and its community setting

Pirton is a small village primary school set in the heart of the village of Pirton. Most of the children come from the village of Pirton but a small number travel from nearby towns and villages.

We currently have 142 pupils on roll across 5 mixed age classes with class sizes ranging from 23 to 33. There are a total of 7 teachers, 1 SENCo, 7 teaching assistants, 2 office staff, 2 midday supervisors and 1 site staff. Further staff include a specialist sports coach, a sports apprentice and 2 peripatetic music teachers. A number of our support staff carry out multiple roles, e.g. TA/MSA.

Socio-economic factors

| Characteristic | Percentage | School compared to national figures |
|--|------------|-------------------------------------|
| Free School Meals | 3.1% | Below |
| Minority ethnic groups | 12.7% | Below |
| English as an additional language | 1.8% | Below |
| Special educational needs and disabilities | 15.5% | Above |
| Stability | 89.2 | Above |
| Average attendance rate | 95.9% | Broadly in line |

3 Legal Background

The duties that underpin our scheme

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Pirton School's Equality Scheme and Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Our school is committed to meeting the public sector duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duty under the Equality Act 2010

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED).

The Specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) and set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measureable equality objectives that further the aims of the equality duty.

Protected Characteristics

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Disability

According to the Equality Act 2010 a person has a disability if:

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

At Pirton Primary School, we implement accessibility plans which are aimed at:

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

Provision for disabled pupils is closely linked with the existing provision for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

Community cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad and balanced curriculum and to live in a world free of intolerance.

4 Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Key staff will report regularly to the Headteacher on actions and progress. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

| Responsibility for | Key person |
|--|--------------------------------|
| Single equality scheme | Headteacher |
| SEN/D (including bullying incidents) | Headteacher and SENCo |
| Accessibility | Senior Leadership Team |
| Gender equality (including bullying incidents) | Headteacher |
| Race equality (including bullying incidents) | Headteacher |
| Equality and diversity in curriculum content | Headteacher |
| Equality and diversity in pupil achievement | Headteacher |
| Equality and diversity in behaviour and exclusions | Headteacher and Governing Body |
| Participation in all aspects of school life | All staff |
| Impact assessment | Headteacher |
| Stakeholder consultation | Headteacher and Governing Body |
| Policy review | Headteacher and Governing Body |
| Communication and publishing | Headteacher and Governing Body |

Commitment to review

The school equality scheme and accessibility plan will be aligned with the School Development Plan. Its implementation will be monitored within the schools self-evaluation and other review processes and reviewed annually.

Publish Information

At Pirton School we are committed to sharing information about our equality scheme. We will publish information annually. The scheme will be published on our website.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the schools equality and other policies.
- Provide leadership and ensure accountability of the Headteacher and senior staff for the communication and implementation of school policies.
- Highlight good practice and promote it through the school and wider community.
- Provide appropriate role models for all managers, staff and pupils.
- Congratulate examples of good practice from the school and among individual managers, staff and pupils.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring returns to the local authority).

Headteacher and Senior Leadership Team:

- Initiate and oversee the development and regular review of equality policies and procedures.
- Consult pupils, staff and stakeholders in the development and review of policies.
- Ensure the effective communication of the policies to pupils, staff and stakeholders.
- Ensure that managers and staff are trained as necessary to carry out the policies.
- Oversee the effective implementation of the policies.
- Hold line managers to account for effective policy implementation.
- Provide appropriate role models for all managers, staff and pupils.
- Highlight good practice from managers, staff and pupils.
- Provide mechanisms for sharing of good practice.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the school carries out its statutory duties effectively.
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
- Implement the school's equality scheme, holding staff accountable for their behaviour providing support and guidance as necessary.
- Be accountable for the behaviour of the staff team, individual members of staff and pupils.
- Use informal and formal procedures as necessary to deal with difficult situations.
- Behave in accordance with the school's policies, leading by example.
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary).
- Contribute to managing the implementation of the school's equality scheme.

All staff: teaching and non-teaching

- Contribute to consultations and reviews.
- Raise issues with line managers which could contribute to policy review and development.
- Maintain awareness of the school's current equality policy and procedures.
- Implement the policy as it applies to staff and pupils.
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme.
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents.
- Contribute to the implementation of the school's equality scheme.

Pirton School comply fully with legislation which protects all of our staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regards to disability, we make reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrator.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- We will tackle discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example, racism, homophobia, negative views of disabled people or sexism.

5: Engagement

Involving our learners, parents/carers and other stakeholders

We welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities.

When deciding what to do to tackle equality issues, we will engage with people affected by our decisions and with people who have specialist knowledge which can inform the school's approach.

6: Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet the diverse

needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms.
- We use services which support the equality agenda and help us identify our strengths and those areas requiring action, e.g. Raiseonline analysis during our autumn terms Standards Visit.

7: Our School's Equality Priorities

Key priorities for action

Pirton School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 and to developing a culture of inclusion, support and awareness within the school.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Accessibility Action Plan 2016 - 2017

- An access Audit was carried out by the Headteacher, Senco and School Business Manager in spring 2017.
- This Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
- Pirton School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 and to developing a culture of inclusion, support and awareness within the school.
- Pirton School plans, within a reasonable timeframe, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- If a pupil with a disability is given a place at Pirton School, all reasonable adaptations will be made to accommodate pupil need.
- This Accessibility Plan covers a three-year period. The Plan will be reviewed annually.

Priority 1: The school site and accessibility

Summary of school building and grounds (Spring 2017)

The original school building was opened in 1877 and is single storey containing four classrooms and the Admin and Headteacher offices. There is disabled access to the offices and two of the classrooms. There is a disabled toilet in the main corridor.

The old School House is joined to the school and has been incorporated into the main building. The ground floor accommodates two small group teaching areas, a nurture space and a staff kitchen. The first floor accommodates a staff office, storage and a small teaching room. There is disabled access to the ground floor of the School House and access to a disabled toilet via one of the classrooms.

A more recent block, built in 1975, consists of a hall, classroom and a kitchen where school meals are prepared. There is disabled access to this building via the school hall. There is a disabled toilet off the school hall.

There is a level (no steps) hard-surfaced playground between the two buildings and a level tarmac pathway alongside the school field.

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|--|---|---|-------------|
| Entrances and exits are accessible for all members of the school community. | Continue to ensure that entrances, exits and routes around the school support the needs of the school community. Permanent and/or moveable ramps to be considered to facilitate ease of access across the school. Additional TA support to be considered for wheelchair users where necessary. | The school will be accessible to all members of the school community. | Gradual increase of ramps / when necessary by 2020. Ramp to Class 4/5 to be investigated - Spring 2017. Ramp to Class 2 to be investigated Summer 2017. | |

Priority 2: The curriculum and accessibility

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|---|---|------------------|-------------|
| To raise awareness of SEN/D with staff and governors | <p>Carry out SEN audit (APTgo)</p> <p>Inform staff and governors of their responsibility under new SEN Code of Practice.</p> | <p>The school will evaluate itself against requirements of the SEN Code of Practice and know areas of strength and areas that require action.</p> <p>Staff and governors will know the definition of SEN/D and understand their role and responsibilities under the Code of Practice.</p> | Autumn term 2017 | |
| Develop understanding and provision across the school for children with autistic spectrum disorders. (ASD) | <p>Review of staff training needs.</p> <p>Liaise with external advisors.</p> <p>Senco advice and input.</p> <p>Regular review of pupils on SEND Register.</p> <p>Use of Nurture Space.</p> | <p>Named Autism lead in place (Rachel Marsh).</p> <p>Staff have clear understanding of needs of pupils with specific learning difficulties and make reasonable adjustments to ensure the curriculum is fully accessible to them.</p> <p>Safe and calm area available for individual pupils.</p> <p>Increased number of staff trained for teaching pupils with ASD and other specific learning difficulties.</p> | Ongoing | |
| To monitor and accelerate the progress and attainment of children with SEN/D | <p>Further personalise learning for SEN pupils through the use of one page profiles.</p> <p>Implement provision map for SEN/D pupils.</p> <p>SEN and SLT to closely track pupil progress of SEN/D cohort.</p> | <p>One page profiles in place for all SEN/D pupils.</p> <p>Whole school provision map in place and updated termly.</p> <p>Termly SENCo/HT meetings to review progress of pupils with SEN/D.</p> | Spring 2018 | |

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|--|--|--|--|--|
| Embed Fundamental British Values (FBV) across the school through continuing development of community cohesion. | Develop awareness of FBV through staff training. Values that support FBV taught through wider curriculum. Whole school curriculum map outlining coverage of FBV. | Increased numbers of staff and Governors trained in Prevent (WRAP). Value based assemblies each term. Curriculum map ensures coverage. | Summer term 2017 Ongoing Completed Autumn 2017 | |
|--|--|--|--|--|

Priority 3: Information and accessibility

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|--|---|------------------|-------------|
| Stakeholder involvement in policy and procedures outlined in the Equality Scheme and Plan. | Equality Scheme published on school website. Further communication to parents through fortnightly newsletter. Equality Scheme and plan shared with staff. Staff, Parent and Pupil surveys Questionnaires to be included in induction pack and made available to all new parents, | Up to date equality scheme and plan accessible on school website. Questionnaires completed and returned. | Autumn term 2017 | |
| Availability of written information in alternative formats | The school will make itself aware of services available for converting written information into alternative formats | The school will be able to provide written information in alternative formats when requested for individual purposes. | Ongoing | |