

Equality & Diversity Policy (including Accessibility Plan)

Approved by:	Full governing body	Date:	4 March 2019
Last reviewed on:	5 March 2018		
Next review due by:	Annual review – Spring 2020		

Chair of Governor's signature

A handwritten signature in black ink, appearing to read 'B. Piller', is written over a horizontal dashed line.

1. Our Vision and Aims for Equality and Diversity

Working together, within a happy, caring, Christian community, we aim to inspire, encourage and enable children to be the best they can be. We aim to inspire life-long learning. We will treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and achieve their potential.

We aim to:

- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.
- help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.
- to ensure that everyone, whatever their needs and capabilities, is included and catered for.
- to value each individual and recognise and respond to the needs of all children.

2. Defining Equality and Diversity

2.1 Equality

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people

may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Relating to the Equality Act (2010) there are 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.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between different groups through tackling prejudice and promoting understanding.

2.2 Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

3. Purpose and Scope of the Policy

This policy sets out Moulton CEVC Primary School's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Making appropriate changes to teaching resources.
- Accessing Local Authority Services e.g. EAL (English as an additional language) Support and liaising with the other external professionals.
- Supporting children's emotional needs through providing additional school support.
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

- Monitoring and reviewing of this policy will take place annually and will be made accessible through the school website or will be made available in an alternative format as requested.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

4. Roles and Responsibilities

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination. The headteacher has responsibility for co-ordinating implementation of the policy.

To promote understanding of this responsibility we will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training/ development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

5. Monitoring and review

Moulton CEVC Primary School has specific duties under the Equality Act (2010) to publish information about the diversity of our school community and the work we are doing to promote equality. This will be published at annually on our school website:

www.moulton.suffolk.sch.uk

We will review this information annually.

The policy and accessibility plan will be reviewed annually and pupils, parents and the wider school community will be consulted through questionnaires during the year.

6. Policies and priorities linked to this policy

School Development Plan
SEND Policy (Special Education Needs and Disability)
School Behaviour Policy
Anti-Bullying Policy
SMSC Policy (Spiritual, Moral, Social and Cultural)

School Information

Who Comes to Our School?

Here is some information about our school population. These are the groups we need to plan services for; we regard this aspect of our work as very important; the information also helps us to meet our duties under the Equality Act 2010. As a school our main function is to provide good access to educational opportunities and help/support our pupils to perform well at school. We have to make sure we do not disadvantage anyone in our school and we use the following information to help us. We also welcome your views.

The number of pupils on our SEN register is 17 (SEN Register January 2019) There are pupils at our school with different types of disabilities and medical conditions and these include:

1. Asthma & Eczema
2. Dyslexia
3. Hypermobility
4. Autistic Spectrum disorder
5. Congenital Idiopathic Nystagmus (eye condition)
6. Speech, Language and Communication difficulties
7. Hearing loss
8. Hypothyroidism
9. Monocular elevation deficiency
10. Diabetes
11. Allergies to penicillin, nuts, sesame, eggs

Number on roll		190	%
Gender	Female	89	47%
	Male	101	53%
Ethnicity	White English	168	88.4%
	White Other	6	3.1%
	White & Any other Asian background	3	1.6%
	White & Any other Ethnic Group	3	1.6%
	White European	6	3.1%
	White Welsh	1	0.52
	Filipino	1	0.52
	Moroccan	1	0.52
	Unknown/refused	1	0.52
1 st Language	English	185	97.4%
	Other	5	2.6%
Special Education Needs and/or Disabilities	School Support	16	8.4%
	Educational, Health and Care plan	1	0.52
Pupil Premium - FSM, Ever6 and LAC		24	13%

This information is taken from the January 2018 School Census.

The main thing we do as a school is to provide access to good educational opportunities and to promote achievement and attainment for everyone who comes to our school. We use data to help us do this.

Attainment Data

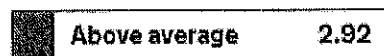
This is how our school compares with national expectations at the end of Year 6 (Key Stage 2)

Progress in reading, writing and maths ?

Reading ?

Number of pupils = 17

Pupils with adjusted scores = 0

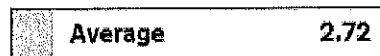


Confidence Interval ?
0.1 to 5.7

Writing ?

Number of pupils = 17

Pupils with adjusted scores = 0

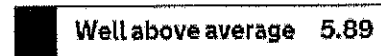


Confidence Interval ?
0.0 to 5.4

Maths ?

Number of pupils = 17

Pupils with adjusted scores = 0



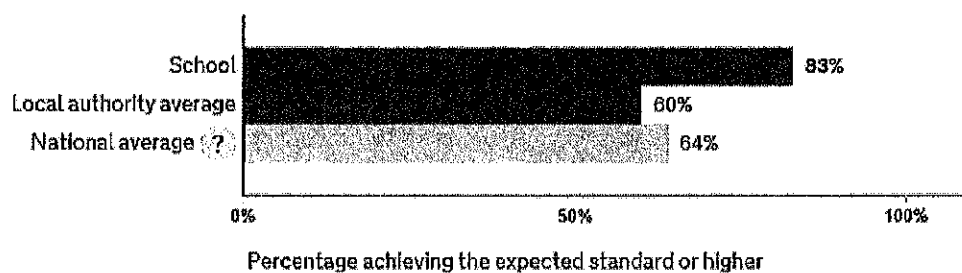
Confidence Interval ?
3.3 to 8.5

Reading, writing and maths combined ?

Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 18

[View as table](#)



Accessibility Plan 2019-2022

What?	Who?	How?	When?	Monitoring
<p>To be aware of the access needs of disabled staff, governors, pupils, parents/carers.</p> <p>All school staff and governors are aware of access issues</p>	<p>SG DS Govs</p>	<p>Create access plans for individual pupils as required. Ensure all adults can access areas for meetings Regular reminder through newsletter to ask parents/carers to let us know if they have problems accessing the school site Circulate relevant information to staff Regular reminders to parents/carers about parking in the disabled bay Liaise with pre-schools about children joining us in the new school year.</p>	<p>As required with each new admission and employee starting.</p>	<p>Premises committee SLT</p>
<p>Everyone has access to the school office areas</p>	<p>DS Govs Caretaker</p>	<p>Ensure that there is wheelchair access Keep the bell on the counter so that wheelchair users can get the attention of office staff.</p>	<p>Check daily for obstructions</p>	<p>Premises committee SLT</p>
<p>Maintain safe access for visually impaired people</p>	<p>DS Caretaker Govs</p>	<p>Check condition of yellow paint on edges regularly Check exterior lighting is working</p>	<p>½ termly checks for building</p>	<p>Premises committee SLT</p>

<p>All disabled people can be evacuated safely</p> <p>Ensure there are enough fire exits around the school for people with a disability</p>		<p><u>BUDGET: Yellow paint</u></p>	<p>Daily checks for obstacles on corridors and cloakrooms Extra checks with each new admission.</p>	
	<p>DS Govs SENCo</p>	<p>Appropriate fire evacuation procedure Personal evacuation plan for disable pupils Staff are aware of their responsibilities (staff meeting and TA meeting) Catches on outdoor gates to keep open in evacuation</p>	<p>Ongoing, but termly as part of the fire evacuation practice.</p>	<p>Premises committee SLT</p>
	<p>DS All staff Govs</p>	<p>Ensure that all fire exits are kept clear</p>	<p>Daily check by HT and caretaker. 3 yearly fire risk assessment inspection Termly fire evacuation audit.</p>	<p>Premises committee SLT</p>

Access to the Curriculum

What?	Who?	How?	When?	Monitoring
Ensure support staff have specific training on disability issues and conditions	DS SENCo	Use recommendations for trainers from local schools, and other outside agencies <u>BUDGET: Training as appropriate</u> Anxiety ADHD Autism Hearing aids	Audit of need done by January 2018 Training done by July 2018	L&A committee SLT
Ensure all staff are aware of disabled children's curriculum access Ensure all staff are aware of curriculum access for pupils with diagnosed conditions All school visits and trips need to be accessible to all pupils	DS SENCo	IEPs as appropriate for children with disabilities Advice from outside agencies involved with children with a disability Audit of children's needs	Completed by January 2018 Checked with each new admission.	L&A committee SLT
	DS SENCo NG	Transport is checked or suitability Individual pupils to be discusses with trip venue <u>BUDGET: Extra staff support to support a disabled child to enable</u>	Ongoing	L&A committee SLT

Ensure disabled children can take part in extra curricular activities	DS SENCo	<p>them to take part in activities.</p> <p>Review all extra curricular activities</p> <p>Look at the needs of current children on record.</p>	January 2018	L&A committee SLT
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Access to information

What?	Who?	How?	When?	Monitoring
Signage around school to be in various languages.	DS NG	Office area, toilets, library signs to be made and displayed.	March 2018	Premises committee
Review access to information via newsletters	DS Office staff	Parent survey to find out preferred means of communication	Ongoing	HR & Communications committee