



THORNGUMBALD
PRIMARY

Equality and Accessibility Use Policy

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Our Vision

Thorngumbald Primary School is committed to providing the best possible education to all pupils irrespective of their ability, ethnicity, religion, or social background. Our school will support an environment that provides pupils with a fulfilling and rewarding journey that allows them to thrive and progress effectively into secondary education.

We want our pupils to be happy; we will take appropriate action and provide the tools to maintain the physical and emotional wellbeing of our pupils and staff.

We respect our environment and our local community and recognise the role primary education can play in forming how our future world may look.

Through transparent collaboration with key stakeholders, we will listen to informed opinion and adopt best practice to improve standards and become an “Outstanding School”.

The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Thorngumbald Primary to discriminate against a person, pupil, and parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Definitions

Thorngumbald Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

Direct Discrimination – Treating someone less favourably because they have a protected characteristic.

Discrimination by Perception – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not.

Discrimination by Association – Treating someone less favourably because they are associated with someone with a protected characteristic.

Indirect Discrimination – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage.

Harassment – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics.

Victimisation – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination.

Reasonable Adjustments

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Thorngumbald Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Thorngumbald Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

Accessibility Plan

Thorngumbald Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

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

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out September 2018 by a member of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

The 'General' Equality Duty

The general duty requires Thorngumbald Primary to have 'due regard', or think about the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- 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.

All staff are responsible for having due regard for the three general equality aims.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Thorngumbald Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'Specific Duties'

The 'specific duties' require Thorngumbald Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

Equality Objectives: 2018-2022

As stated above, Thorngumbald Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, and evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the

‘general’ equality duty. These objectives have been agreed with the Governing Body, of whom Mr Graham Uney is the Chair. Our objectives are set out below:

1	Prepare the school community for living in a diverse cultural world
2	To support and encourage SEND/Pupil Premium students to ensure they are as fully able as possible to participate in the school’s activities
3	Communications with pupils and parents are offered in a range of formats

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Thorngumbald Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives		Equality Policy
Annual update towards the equality duty and equality objectives	N/A	
Accessibility Plan (including annual progress update)		Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)		
School performance data e.g. attainment, absence/attendance	Yes	Website
Governing body minutes	No	
Anti-bullying policy		Website
School development plan	No	

Document/Data	Published or N/A	Where is it published?
Equality training materials	No	
Parent and pupil surveys	No	
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty.
- Making sure that steps are taken to address the school's stated Equality Objectives.
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them.
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan.
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out.
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.
- Taking appropriate action in cases of discrimination, harassment and victimisation.

All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Thorngumbald Primary Equality Policy.

References

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012

Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014

Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015

GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6

Appendix 1: Thorngumbald Primary Accessibility Plan 2021-2024

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three-year period until September 2021 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Thorngumbald Primary intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. 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 and make reasonable adjustments to 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.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.

Accessibility Plan 2021-2024

Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Children and adults Disabled pupils play a fuller part in curriculum opportunities	Raise awareness of different disabilities in Increase opportunities for disabled children to be involved in curriculum activities Ensure resources are appropriate for children with disabilities Highlight opportunities on medium term planning	2021-2024	Headteacher Deputy Headteacher SENCO	Sports Premium	There are equal opportunities for all children to access clubs (before, during and after school) as well as sporting events with the SSP.

Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Extra lighting to be put in place leading from carpark to school	SBM and caretaker to source lighting	September 2021	Head Teacher SBM Caretaker	Quote Needed	Lighting has improved and trees have been cut back to improve the visibility from the car park to the school.

Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Consider all users in relation to information that is provided	To look at ways to improve letters and information is available to all users and made even more accessible	2021	Headteacher SBM Admin Team Class Teachers	Sourcing of new email system	Information is provided via APP, Facebook, twitter, paper, email

Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Thorngumbald Primary's equality objectives.

Equality Objective	Progress in 2021	Progress in 2022	Progress in the last school year 2020-2021
Prepare the school community for living in a diverse cultural world	The school developed links with a multicultural school in Hull and is looking to maintain this and work together closely on projects.	Links continue to be made with the school.	There is a focus, through areas of the curriculum on diversity and the 'Black Lives Matter' as well as Black History and slavery.
To support and encourage SEND/Pupil Premium students to ensure they are as fully able as possible to participate in the school's activities	Focus made on resilience and equality of opportunity made. Staff draw children's attention to their talents in other subjects and have begun to nurture this. PP funding to ensure children access musical activities as well as residential visits.	Children's talents and achievements are celebrated during celebration assembly this includes sporting and fundraising. PP funding is used to give children additional in school opportunities that they wouldn't otherwise have.	Children's talents and achievements are celebrated during celebration assembly this includes sporting and fundraising. PP funding is used to give children additional in school opportunities that they wouldn't otherwise have.
Communications with pupils and parents are offered in a range of formats	Made available through email, a new school app and also on the school website.	More formats of communication have been provided including an APP and Facebook.	More formats of communication have been provided including an APP and Facebook