

# Single Equality Scheme & accessibility plan - updated December 2022

Signed: A Cottrell \_\_\_\_\_  
Headteacher

Date: 16.12.22

Signed: N Rowbottom \_\_\_\_\_  
Chair of Governors

Date: 16.12.22

Review due: Autumn term 2026

## Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age\*
- Being married or in a civil partnership

\*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

### **Aims of the Single Equality Scheme**

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

## Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

## Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2 below)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the 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.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually.

Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents via the CPOMs system and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

## **What kind of a school are we?**

### **School Vision and Values**

Our school motto '**Excellence For All**' encompasses the work we do. It epitomises the attitudes we foster towards one another; captures the pride in which we take in all aspects of our work and illustrates the inclusive nature of our teaching and wider school ethos. Easingwold Primary School is a caring, inclusive place to send your child.

Our core values and our vision are at the heart of everything we do. They underpin our teaching and learning philosophies; drive our strategic and financial decision making and provide a benchmark through which to judge our success.

#### **Outcomes For Pupils:**

An unwavering ambition to ensure all children are equipped with the academic, social and life skills needed to be ready for the next stage in their education.

Fostering a thirst for the acquisition of knowledge and recognising that learning is a life-long skill.

Embracing a culture of self-awareness and respect to allow us to grow as citizens.

#### **Teaching and Learning:**

Empowered creative and inspirational staff, who inspire children to achieve highly through a mastery approach, with regular retrieval opportunities.

Enabling our children to widen their horizons and aspire to personal excellence through our indelible curriculum, which place knowledge, skills and experiences at its heart.

Permitting the taking of risks by means of exploring new and innovative approaches to teaching and learning.

#### **Leadership:**

Encouraging the pursuit of excellence at all tiers of school organisation by creating a culture of collective responsibility.

Expecting and encouraging teaching and learning initiatives that drive standards upwards. Children's learning and well-being is at the heart of all our decision making processes. Accountability for pupil achievement through rigorous monitoring and high expectations. Teachers and leaders that model life-long learning.

### **Personal Development and Behaviour:**

Actively encouraging children to take ownership of their behaviour through our rational behaviour policy.

Rewarding nothing less than outstanding behaviour and educational endeavour.

Valuing self-esteem, wellbeing and celebrating our unique and individual strengths.

Embedding an aspirational culture which encourages learners to strive to surpass expectations.

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for

developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils.

The school is committed to addressing any actions which are identified to improve our inclusive practice.

### **School Context**

The nature of the school population and context to inform action planning for the equality scheme

#### **Factors of the geographical location of the school:-**

Our school is situated in the market town of Easingwold and the majority of our pupils live within our catchment. We have a small number of children from out of catchment, whose families have chosen for their children to attend our school. The community is diverse in terms of home backgrounds, socio-economic characteristics and family dynamics:

- Easingwold Community Primary School is a Local Authority community school.
- The number on roll fluctuates and has recently grown to 281.
- Our percentage of FSM is below the national average at 22%.
- 32 children are currently on the SEN register (11%) this is slightly less than the national average (12.6%)
- Our SEN Information Report 2020/21 indicates our commitment to the diverse range of needs within our school.
- 2% of pupils have an Education Health and Care Plan, this is below the national average (4%)
- There are a small number of EAL children (3%) whose home language is taken into account.
- 93 children are on our medical register, recorded with specific medical needs.

- 66 children (22%) are in receipt of the Pupil Premium Grant. Our Pupil Premium Strategy written for 2021/22 (and the further 3 years) indicates how funding is allocated and our current priorities.
- 8% of our pupils come from ethnic minorities
- languages spoken - English 97%, Polish 2%, Bulgarian 1%
- gender - female 43%, male 57%
- looked after children - 1%
- The school staff includes a non-teaching Head Teacher, a 0.6 Deputy Headteacher/SENCo, 12 teachers, 3 HLTAs, 12 Part Time GTA's, 3 Part Time ATA's, 6 MSAs, a Cook and 3 kitchen utility staff, a caretaker and an office Manager.
- Our staff turnover in the previous year 21/22: 3 teaching assistants, 1 teacher, 1 office administrator, 1 HLTA, 1 maternity leave and 1 MSA.
- Staff vacancies are advertised on the school website and via the NYCC Jobs & Careers website using safer recruitment processes laid down by the LA and strictly adhered to, these effectively safeguard our children.
- We are committed to directly recruiting staff and we do not accept applications from agencies or via CV.
- We seek to employ staff to meet the needs of our diverse community and aim to have a workforce to reflect this diversity. Key staff are trained in Safer Recruitment processes.
- The LA compiles admissions to our school. We always anticipate and prepare for the entry of children into EYFS with high needs. Transition for entry and inclusion of these pupils is a priority. Staff training and recruitment is anticipatory and factored into our financial and school organisation planning.
- The school building is one level although classrooms are spread across a wide area with three classrooms outside.
- Where steps exist onsite, in the school hall, a lift has been installed.
- Disabled toilet/changing facilities and Intimate Care Plans are in place, overseen by the SENCo and Healthy Child Team, where required. We do not expect or demand that children are toilet trained on entry to EYFS. No child is refused entry because of physical/toileting needs. We work with families and identified professionals to preserve dignity and support the child to meet their physical milestones.
- Information is provided in written and verbal form and alternative languages/formats where necessary. We employ an interpreter to ensure involvement of families requiring this support.

**The training taken to position the school well for the equality and diversity agenda.**

**Whole staff** training priorities reflect current/emerging needs:

Senior mental health lead training - Headteacher

SENCo led training on effective assess, plan, do, review cycle and implementing EHCPs effectively.

All staff – FGM, Prevent, online safety, KCSIE update 2022, workplace first Aid training (Jan '21)

Medical needs training including statutory requirements: Paediatric 1<sup>st</sup> Aid (2 people)

**Training for children:**

Children are given opportunities to reflect on difference via assemblies and PSHE which target an understanding of tolerance, understanding of difference and respect Anti-Bullying Week, Mental Health & Wellbeing, Black History Month, British modern values, PSHE association.

Visiting speakers contribute to children learning and understanding their local community and promote inclusion/diversity: local MP, fire service, coastguard.

## School provision

### **Examples of reasonable adjustments the school makes as a matter of course**

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority. Our SEN information report sets out how we meet additional needs across the 4 areas of need identified within the Code of Practice and how we meet our duty to supply auxiliary aids. We employ a translator to ensure communication is maintained well with our families.

In year 3, we blanket screen the children for Dyslexia. Reports are shared with parents and we assess to see if a coloured overlay reduces visual stress. Across school, we ensure that we have Dyslexia friendly environments by:

- using visual aids/timetables
- giving slow and in clear instructions
- Use dyslexia-friendly fonts and colour combinations on Clevertouch boards
- Avoid forcing children to read in front of the whole class
- Provide a clear line of sight for non-verbal communication
- Provide memory clues like alphabet and numbers
- Schedule natural breaks
- Plan for inclusive homework
- Marking based predominantly on content
- Avoiding rote-learning

We are a nut free school. Our school meals service offers a diverse menu and takes account of cultural dietary needs as well as specific dietary needs. Every pupil has a grab bag in their classroom to ensure their medical needs are met.

We have a clear and consistently applied rational behaviour policy. Where pupils have identified additional SEMH needs, which prevent them from being able to adhere to the standard policy, adjustments and adaptations are made. For example, additional steps will be applied, such as an individualised approach or interim targets. Where behaviour is extreme and the child is at risk of exclusion, frequent meetings are held with all agencies and a pastoral support plan/measures are put in place. This ensures we exclude only in rare circumstances where we need to safeguard the child, their peers or staff. Some children with a high level of need and difficulty self-regulating will also have a safety plan/risk assessment. Adaptations to the curriculum, suitably adapted strategies and teaching approaches are set out in our SEN protocol and included in our SEN Information Report.

Tailored provision for children with a wide range of special education needs is supported by the SENCo. This includes information sharing and expertise, along with support/strategy maps and training for staff.

Pupils and parents contribute to SEN reviews in our SEN parent's evenings three times a year. These include structured conversations about the children's targets, provision, progress and outcomes. Older pupils are supported to make decisions about their future – such as which school they would like to transfer to and aspirations for life. Decisions are made with, not for, pupils who are able to represent themselves.

Independent 'arm's length' advocacy is offered as required – for example the involvement of SENDIASS workers

## Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- pupils' attainment - analysis of end of key stage results for pupils of particular groups. This is done at the governance level using ASP.
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. Incidents of racism, 'hate' and bullying involving particular groups of pupils)
- the behaviour of particular groups of pupils (e.g. exclusion data for particular groups of pupils)
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils) This is recorded and tracked to enable us to target specific pupils and groups.
- attendance data for all pupils and for particular groups (e.g. extended leave/mobility issues for particular groups of pupils)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with families in PP/SEND meetings, surveys in the weekly newsletter)
- impact of the use of specific individual budgets e.g. Pupil Premium Strategy and SEN information report

## Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2022-2026 are:

- to increase participation by vulnerable and minority pupils in extra curricular activities;
- Full participation by disadvantaged pupils on residentials
- to narrow the gap in performance of pupils with SEND/PP;
- to increase understanding and first hand experience of different religious groups;
- to develop children's understanding of the protected characteristics;
- to raise attainment in Writing for all pupils including SEND, PP and vulnerable;
- to educate and understand non-stereotyped career options;

We have identified these objectives because they align with our key school development, SEN and Pupil Premium priorities and we consider they will have the greatest impact on improving outcomes for Vulnerable and Targeted Learners:

- To raise attendance figures for PP and SEN groups to be inline with all pupils
- To improve oral language skills and vocabulary amongst disadvantaged learners
- To improve reading amongst our most disadvantaged learners.
- To raise attainment in KS2 reading, writing and maths for both PP and SEN groups closing the gap between disadvantaged and non-disadvantaged learners.
- To increase opportunities for the retrieval of knowledge and skills for children with SEN by ensuring interventions during curriculum time are carefully planned to reduce impact upon their learning across our indelible curriculum.
- To improve social, emotional and family support for our PP and SEN families, through the work of our newly-appointed parent liaison worker.
- To improve wellbeing for disadvantaged learners through engagement with our pupil offer, including club participation and our residential activities.

Indicators of progress towards the objectives are reviewed annually and recorded in the action plan (see appendix 2)

## **Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives**

### **The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme and equality objectives has direct relevance, with assistance from relevant agencies.

### **The Governing Body will:**

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;

- designate a governor with specific responsibility for the Single Equality Scheme and equalities objectives;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

**The Senior Leadership Team will:**

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

**People with specific responsibilities (named):**

- Miss Toni Potter is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Mrs Alison Cottrell, the headteacher, is responsible for ensuring the specific needs of staff members are addressed;
- Miss Toni Potter is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Mrs Alison Cottrell, the headteacher, is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Mrs Nikki Rowbottom is the governor responsible for publishing the SEN information report

**Parents/Carers will:**

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

**School Staff will:**

- accept that this is a whole school issue and support the Single Equality Scheme and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements

- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

### **Pupils will:**

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

### **Involvement Processes**

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme and the equalities objectives, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme and equalities objectives will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

### **Mechanisms for involvement**

At this school the following mechanisms will ensure the views of **pupils** inform the equality objectives and action plan:

- Mini Leaders and Peer Mentors
- SEN ADPR meetings (minimum 3 times a year)
- EHCP meetings (minimum twice a year)
- Pupil premium triangulation meetings (minimum 3 times a year)
- Growing Up in North Yorkshire Pupil Survey
- Individual interviews with pupils involved in incidents of a discriminatory, prejudice or bullying nature and recorded on CPOMs
- Pupil voice

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme, objectives and action plan:

- *Exit interviews with staff;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management*

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Inviting feedback from parents through online surveys/questionnaires in the weekly newsletter.
- Feedback through the Governing Body meetings;
- Feedback through the PTA/EPIC meetings;
- Regular text inclusion in communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

## **Making it happen**

### **Action Planning**

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue

with this approach and adapt it to take into account the extent of the duty.( 5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment (schools could use the Inclusion Quality Mark ) has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parentview, pupil voice

## **Reporting**

This Scheme and equalities objectives will be reported on annually through the information report. Progress against the action plan will be evaluated and the impact of the action and activities assessed.

## **Publication**

Equalities objectives will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and added to the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

## **Schools' duties around accessibility for disabled pupils**

*4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.*

*4.29 Schools must implement accessibility plans which are aimed at:*

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

*4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.*

*4.31 OFSTED inspections may include a school's accessibility plan as part of their review*

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent schools

*5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics*

## Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

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Email: [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk)



## Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

## Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000  
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;

- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007  
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007  
The Act sets out that it is unlawful for schools to discriminate against a person:
  - a) in the terms on which it offers to admit him/her as a pupil;
  - b) by refusing to accept an application to admit him/her as a pupil, or
  - c) where he/she is a pupil of the establishment:
    - i) in the way in which it affords him/her access to any benefit, facility or service,
    - ii) by refusing him/her access to a benefit, facility or service,
    - iii) by excluding him/her from the establishment,
    - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005  
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.  
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:  
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

### Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

## Appendix 2

### Easingwold Primary School

#### Equality objective one - Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Does the corridor provide accessibility for all?	<p>Keep corridors clear from obstructions. Storage in off corridor locations.</p> <p>2 sets of fire double doors down the corridor. Both can be held open for access.</p>	<p>Immediate &amp; ongoing</p> <p>Immediate &amp; ongoing</p>	<p>High</p> <p>High</p>	<p>None</p> <p>None</p>	
2	Is wheelchair access to the main school building and around school suitable?	<p>Wheelchair users can access the main building through the front door; the toilets using the visitor/diabled toilets; the hall using the lift and the outdoor classrooms.</p> <p>Weight of the library door is difficult for young and disabled children to use independently.</p>	<p>Immediate</p> <p>July '23</p>	<p>High</p> <p>Medium</p>	<p>None</p> <p>Seek quote</p>	
3	Do we have suitable disabled parking?	<p>Markings to the front car park installed to provide 1 x disabled parking space.</p>	<p>July '23</p>	<p>Medium</p>	<p>Awaiting quote</p>	

## Equality objective two - Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Is the curriculum designed to ensure all children can access it?	Subject leaders to ensure PP and SEN accessibility to all curriculum subjects. This is to be made explicit on short term planning.	July '23	High	Non-contact time for SLs	
2	Is differentiation catered for through keep up, not catch up principles, questioning, HOTs not MOTs and additional visual aids?	SLT to monitor quality of differentiation and provision for SEND pupils.	Half termly monitoring by HT/DHT/SLs	High	Non-contact time for HT/DHT/SLs	
3	Are interventions planned in such a way to meet individual need (SEN/EHCP outcomes) while not hindering access to the full curriculum?	SENCO to audit current interventions and their success/impact on progress.  Provision mapping to be used across all year groups & phases. Evidence of progress in class SEN folders.	July '23	Medium	3 x pm ATAs  Assembly times	
4	Is independence and life skills promoted amongst our SEN/PP children?	PP/SEN lead to support engagement with pupil offer, including residential.  SENCo/teachers to ensure children working at engagement/pre key stage levels have a curriculum to suit their needs.	Yr 6 Feb  Yr 4 May  Yr 5 June	Medium	Phase leaders  All staff	