



## The Croft Primary School Equality Policy and Accessibility Plan

### Introduction

Staff and Governors at The Croft Primary School are committed to giving every member of the school community the opportunity to achieve to the highest of standards.

This policy and the accompanying action plans set out how the governing body will promote equality of opportunity for all people with or without a protected characteristic.

This duty has three elements:

Schools need to:

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not share it.

Having 'due regard' to the need to advance equality of opportunity is defined as the need to:

Remove or minimise disadvantages.

Take steps to meet different needs.

Encourage participation when it is disproportionately low.

*Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making.*

The Public Sector Equality Duty, sets out the equality issues that schools need to consider when making decisions that affect pupils or staff with nine different protected characteristics;

***Race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment are known as 'protected characteristics' (Equality Act 2010).***

Protected characteristics provides protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic.

### **Race**

Race means a person's:

- colour, and/or
- nationality (including citizenship), and/or
- ethnic or national origin, and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

### **Disability**

A physical and/or mental impairment that has what the law calls '***a substantial and long-term adverse effect on [his or her] ability to carry out normal day-to-day activities***' This can include: arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, dyslexia, autism, learning difficulties including Down's syndrome, and mental health conditions such as depression and schizophrenia.

## **Sex**

A person's sex refers to the fact that he or she is male or female. In relation to a group of people, it refers to either men and/or boys or women and/or girls.

## **Religion or belief**

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

To be protected under the Act, the belief must be genuinely held and must be a belief, and not an opinion or viewpoint based on information available at the moment, it must be a belief as to a weighty and substantial aspect of human life and behaviour. It must attain a certain level of seriousness, cohesion and importance, It must be worthy of respect in a democratic society and it must be compatible with human dignity and not conflict with the fundamental rights of others.

## **Sexual orientation**

Sexual orientation means the attraction that a person feels towards one sex or another (or both), which determines with whom he or she forms intimate relationships or to whom he or she is attracted. Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation, such as someone's appearance, the places that he or she visits or the people with whom he or she associates.

## **Pregnancy and maternity**

A school must not discriminate against a pupil because of her pregnancy or maternity, or because she is breastfeeding. This means that it is unlawful for a school to restrict the education, benefits, facilities or services available to pregnant or breastfeeding pupils, or to restrict the options available to them.

### **Gender reassignment**

Gender reassignment is a *personal process* (rather than a medical process) that involves a person moving away from his or her birth sex to his or her preferred gender and thus expressing that gender in a way that differs from, or is inconsistent with, the physical sex with which he or she was born.

### **Purpose and Aims**

The purpose of our Equality Policy and objectives is to show how we, at The Croft Primary School, will promote equality for all pupils, staff and parents. At The Croft we aim to provide a secure, inclusive environment in which all children and adults feel valued and respected. We strive to support all learners to achieve their full potential.

### **Whole School Involvement**

At The Croft we believe that everybody's views and ideas are important and should be valued. This equality policy is the result of the combined effort of all stakeholders in the school community.

- School responsibility for producing an audit and action plan for the physical access to the school.
- Stakeholders have been given the opportunity to contribute to our DES/AP through Questionnaires, informal meetings and staff meetings.
- Subject co-ordinators are directly responsible for actions on the action plan.

## Where are we now?

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- more able children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

At The Croft Primary School we strive to remove any barriers that we find are making life more difficult for children and adults who have a disability. These barriers may be lessened by making 'reasonable adjustment' to:

- The school building
- The curriculum
- Teaching and Learning
- Methods of communication

## The School Building

The Croft is a one storey building with few steps.

A toilet for the disabled has been installed and reasonable adjustments have been made to access points to ensure that people with mobility problems can access the building.

A disabled parking space has also been allocated on the main car park.

The Croft will strive to make immediate modifications in response to specific needs of children, parents/carers, staff and Governors wherever possible. A changing table has also been recently purchased to help with the toileting needs of young children entering the Reception class.

### The Curriculum

At The Croft we strive to offer an inclusive curriculum:

- All subjects are clearly differentiated across learning objectives, activities and assessment criteria to meet the needs of all pupils.
- Children up to Year 2 are in ability groups for phonic activities.
- Children are taught using a variety of teaching and learning styles, which may involve 1 to1 support, small group or whole class work
- Children are involved in their own learning by regularly setting and reviewing their own individual targets.
- Target children are identified for intervention support in Literacy and Numeracy.
- All children's progress towards their targets is carefully tracked and the data analysed by teachers and SMT.
- Analysis of standardised scores data is used to measure the effectiveness of additional support and interventions receives by the children through Pupil Progress Meetings
- Vulnerable groups are tracked by the SMT and appropriate intervention programmes put in place
- We are a Dyslexia Friendly School and throughout the school strategies are employed to support pupils

- All teaching assistants are well trained and work in collaboration with teaching staff to ensure all pupils are well supported and have equal access to the curriculum.
- Learning targets are written to support children on the Special Educational Needs Register. They include details of need, targets, and the type of support that is going to be given.
- The Special Educational Needs Register is kept up to date and includes details of professionals involved with each child.
- All learning targets are discussed with parents and children.
- Advice is sought from a range of professionals including Educational Psychologist, Behaviour Support Team, Autism Learning, Early help and Family Support and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments'.
- All whiteboards are set to a buff background to support children and adults with dyslexic tendencies.

### Teaching and Learning

At The Croft Primary School we are continually evaluating and assessing our teaching and learning in order to improve the learning experience for everyone. All staff are trained in different learning styles and strategies to use for SEND pupils. We ensure that we closely monitor and track the progress of all pupils to ensure that they are making expected progress in line with their abilities.

Resources are carefully selected to ensure that all children can access them and the curriculum.

We aim to provide an environment where prejudiced assumptions, attitudes and behaviours are challenged.

We wish to give our children the confidence to question and challenge prejudices, exposing them to a wide range of cultural activities.

### Methods of Communication

At The Croft we communicate with all stake holders in a variety of ways.

- Termly year group newsletters to parents.
- Regular whole school newsletters to parents.
- Information giving meetings in school related to the curriculum and school issues.
- Letters are sent out via email as well as paper form
- Immediate messages via text
- Group discussions to gather pupil views.
- Regular dialogue face to face/over the telephone with parents whose children have disabilities which affects their life in school.
- Virtual as well as face to face parent meetings/consultations
- SEND review meetings
- The school website and Facebook page

If any stake holder requires any of the above documents in an alternative format we will provide it for them.

### Staff Training

AT The Croft, we will ensure that all staff are aware of and comply with the school's policy, current legislation and Government recommendations.

Training will be given so that they are aware of their responsibilities and how they can support children appropriately.



Support will also be offered to staff to enable them to manage effectively any acts of discrimination.

**Identifying the main priorities and actions.**

Priorities and actions for each of the above areas have been identified from information given by all stakeholders and are located in the attached Action Plan.

**Reviewing and revising the scheme.**

At The Croft Primary School the Senior Management Team will meet termly to ensure that all actions are been addressed within the designated timescale and to monitor the effectiveness of the actions that have been implemented in providing a positive impact on the opportunities and outcomes for all people using our facilities.

Parents, carers and other users of the school can request a copy of The Croft Primary School Equality Policy and Accessibility plan from the school office or down load it from the school website [www.croft.staffs.sch.uk](http://www.croft.staffs.sch.uk)

Adopted : September 2024

Review Due: September 2025





## The Croft Primary School Equality & Accessibility Objectives 2024-27

Objective	Actions	Lead by	When	Success Criteria
To ensure that pupils identified as belonging to targeted characteristics groups make appropriate levels of progress	Classes to be profiled Target groups to include SEN, pupil Premium, More Able, LAC Interventions to be put in place addressing individual needs - monitored on a 6 weekly basis for impact Intervention training to be delivered to staff	SENCO SMT	TERMLY TRACKING ongoing	Achievement and progress data to be tracked - appropriate progress being made relative to starting points and ability Interventions activities taking place supporting individual pupils needs
To ensure that pupils with disabilities have equal access to the curriculum	-Staff receive CPD on individual specific needs - physical & medical -School to work with outside agencies - physiotherapists, occupational therapist & specialist nurses to	JM SMT  SENCO	REFRESHER TRAINING THOROUGHOUT THE YEAR OR AS REQUIRED	All children accessing the national Curriculum Regular meetings taking place with other professionals Range of CPD sessions being attended & theory being out into practise

	<p>ensure that needs are being addressed</p> <ul style="list-style-type: none"> <li>-Specialist equipment and/or IT hardware purchased o enable access to the curriculum</li> <li>-Staff to continue to review access arrangements to meet individual needs when taking tests etc will be applied for and support provided as required.</li> </ul>			<p>Barriers to pupils learning identified and being appropriately addressed</p>
<p>To provide good pastoral, social and emotional support to children</p>	<ul style="list-style-type: none"> <li>-Staff trained in various intervention programmes offering support to children</li> <li>-Early identification to take place of children who require support</li> <li>-Referrals being made to as range of agencies Fuse dance, Action for Children, Malachi</li> <li>-ELSA intervention groups operating throughout the year</li> </ul>	<p>JM SENCO LA</p>	<p>TRAINING - ON GOING AS REQUIRED</p> <p>Mental Wellbeing Lead - Jan 24</p>	<ul style="list-style-type: none"> <li>-Children's needs being addressed and support received from agencies</li> <li>-Children feeling happy about coming to school</li> <li>-Staff aware of the needs of children - not just academically and how to deal with them</li> <li>-Staff more confident about delivering specific intervention programmes</li> </ul>

	Senior W Mental weel being to be appoiited and trained			
Review the learning environment to ensure that there is ease of access within classrooms and the general school building	<ul style="list-style-type: none"> <li>-SMT carry out learning walks and Health &amp; Safety audits</li> <li>-Meetings to be held with Entrust building officers on the condition of the buildings</li> <li>-Consult with outside agencies if specialist equipment is required</li> </ul>	<p>JM SMT</p> <p>SENCO</p>	Health, safety & Welfare buildings audit - each October	Building meeting the needs of any pupils that may require any special access arrangement or equipment
To ensure that all children have a smooth transition to their new school /phase of education	<ul style="list-style-type: none"> <li>-Staff to hold transition meetings with new school sharing pertinent information</li> <li>-Pen portraits of SEND children being shared to new staff</li> <li>-Transition Nurture group to run in Sumer term</li> <li>-Staff to accompany parents/children if required on new school tours etc</li> </ul>	<p>SENCO JM</p>	Summer Term	<ul style="list-style-type: none"> <li>-New school staff aware of children's needs, vulnerabilities, triggers and strategies used</li> <li>-Children feeling confident about move to new school</li> </ul>

<p>School literature and information to be made available in alternative formats, as required by parents and other stakeholders.</p>	<p>-To provide electronic copies of key written material on the website. Providing copies on information in alternative formats, eg larger font etc to meet individual needs.</p>	<p>JM OFFICE MANAGER</p>	<p>ONGOING AS REQUESTED</p>	<p>School stake holders being able to access school information</p>
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