# Elloughton Primary

# Equality Policy

## (including Accessibility Plan)

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| **Effective Date** | **September 2025** |
| **Date Reviewed** | |
| **Date Due for Review** | **September 2028** |
| **Contact** | **Mrs Carole Fulstow (Head Teacher)** |
| **Contact Number** | **01482 666231** |
| **Approved By** | **Miss Katherine Parsons (Chair of Governors)** |

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# Our Vision

Elloughton Primary is a welcoming, safe and inclusive school where excellence is celebrated. Our Moral Compass outlines the values we hold in high regard and is continually referred to within school.

Our Moral Compass will guide and inspire us to learn, to care and fulfil our dreams in life's journey.

# 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**
- **Sexual orientation**

It is therefore, unlawful for Elloughton Primary to discriminate against a person, pupil, 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

Elloughton 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

**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.

## Reasonable Adjustments

Elloughton 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.

Elloughton 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

Elloughton 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 2026, by various members 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 Elloughton 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 Elloughton Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

**The 'specific duties'**

The 'specific duties' require Elloughton 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 2025-2029

As stated above, Elloughton Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, 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 Miss Katherine Parsons is the Chair. Our objectives are set out below:

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| **1** | **Increase understanding of and actively celebrate the diversity of culture and belief** |
| **2** | **Review the writing curriculum and provide opportunities to engage boys** |
| **3** | **Identify and embed adapted teaching strategies to increase the progress that SEND and disadvantaged pupils across the school make in all subjects** |

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 Elloughton 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 | ✓ | Equality Policy – Appendix 2 |
| 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) | No | |
| School performance data e.g. attainment, absence/attendance | ✓ | Website |
| Governing body minutes | ✓ | Website |
| Anti-bullying policy | ✓ | Website |
| School development plan | 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 Elloughton 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: Elloughton Primary Accessibility Plan 2025-2028

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 September 2028 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 Elloughton 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 2025-2028 | | | | | |
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| **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** |
| **Ensure full curriculum access for disabled pupils** | Maintain and update SEND and Medical Registers. | Ongoing | SENDCO | Registers accurate and reviewed termly | |
| **Improve staff expertise** | Provide annual SEND and inclusion CPD. | Annually | Headteacher / SENDCO | Staff feedback positive; improved pupil outcomes | |
| **Ensure appropriate differentiation** | Support plans completed and reviewed. | Termly | Class Teachers | Plans evident; progress data shows improvement | |
| **Improve inclusive teaching resources** | Audit and update curriculum materials to reflect disability representation. | 2025 | SLT | Curriculum audit completed; updated resources in use | |
| **Maintain effective exam access arrangements** | Apply for access arrangements as required. | Annually | SENDCO | All eligible pupils supported in assessments | |

| 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** |
| **Maintain accessible entrances** | Annual site accessibility audit. | Annually | Premises Manager / SLT | Audit completed; actions addressed | |
| **Improve acoustic conditions where needed** | Assess classrooms for sound quality improvements. | 2025 | SLT | Identified improvements implemented | |
| **Ensure safe access to trips and visits** | Risk assess all educational visits for accessibility. | Ongoing | Visit Lead | No pupil excluded due to disability | |
| **Maintain accessible parking and drop-off** | Monitor appropriate use and signage. | Ongoing | Premises Manager | Clear signage and safe access maintained | |
| **Aim 3 - Improve the availability of accessible information to disabled pupils** | | | | | |
| **Outcome** | **Action** | **Timescale** | **Responsible person** | **Resource implication costs/source of funding** | **Progress/evaluation** |
| **Provide information in accessible formats** | Make alternative formats available on request (large print, electronic copies). | Ongoing | Admin Team | Requests met promptly | |
| **Improve communication with parents** | Promote open-door policy and SEND review meetings. | Ongoing | SLT | Parent feedback positive | |
| **Improve digital accessibility** | Ensure website meets accessibility standards. | 2025 | Headteacher | Website accessibility statement updated | |

# Appendix 2: Elloughton Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2024-25)

## Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Elloughton Primary has paid due regard to the three aims:

| General Equality Duty Aims | Examples/Evidence for 2024-25 |
|---|---|
| **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act** | Careful monitoring of behaviour incidents including bullying, harassment and racial comments. Through PSHE, class circles we talk about how to treat one another and how to handle unkindness towards ourselves and others and what to do if someone makes you feel unsafe. Our Iam Worried and Worry Postbox allows pupils to share their concerns.<br><br>Our behaviour policy outlines how we deal with unwanted behaviours. We act swiftly when incidents/concerns are reported.<br><br>All children are treated equally and fairly. We celebrate differences through PSHE. REW, Picture News, assemblies and class circles using stories, and real life events.<br><br>Respect is one of our core school values. Each class has a Rex Respect who is awarded each week to a child who had shown respect in some way. |
| **Advance equality of opportunity between people who share a protected characteristic and people who do not share it** | We strive to create an inclusive environment where everyone can thrive and achieve. The curriculum is adapted to suit the needs of individual children.<br><br>We have developed an inclusive learning environment which is consistent throughout school.<br><br>Our Weekly Picture News lessons highlight the protected characteristics.<br><br>We have an SEND/ Pastoral Support Team who offer support and guidance to individual pupils and groups of children. Extensive support is in place for children with additional needs. We have a detailed intervention programme and all |

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| | children with SEND have individual support plans which are reviewed each term with parents and pupils.<br><br>We have created a bespoke enhanced resource provision (The Treehouse) for children to require an adapted curriculum and a quieter environment to learn. We have other dedicated spaces to support children who have social, cognitive and emotional needs (The Learning Lodge, Zen Den, The Hive). |
| **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it** | Through our PSHE Curriculum, REW curriculum Assemblies and Picture News we celebrate.<br><br>Opal Play reinforces many of our core values and promotes collaboration between pupils.<br><br>We place a strong emphasis on pupil wellbeing. We have an extensive pastoral support programme which is enhanced by other support e.g. Visits from Two therapy dogs. Prison Me No Way Programme. |

Elloughton Primary collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Elloughton Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims *(please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published).*

## 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 Elloughton Primary's equality objectives for 2024-25.

| Equality Objective | Progress in the last school year 2024-25 |
|---|---|
| **Increase understanding of and actively celebrate the diversity of culture and belief** | Varied levels of understanding across the school about different beliefs and cultures. Some misconceptions to be addressed.<br><br>Reviewed REW curriculum progression, skills and knowledge. |
| **Review the writing curriculum and provide opportunities to engage boys** | Lower rates of progress in writing for boys.<br><br>Inconsistencies in the way writing is taught in KS2 - lack of engagement from some children due to lack of hooks and publishing of final pieces of writing.<br><br>Writing data is below national for EOY 2024-2025.<br><br>Spelling attainment has been low for several years despite heavy focus on phonics. |
| **Identify and embed adapted teaching strategies to increase the progress that SEND and disadvantaged pupils across the school make in all subjects** | Rates of progress is lower for SEN pupils.<br><br>Some SEND pupils struggle to regulate and maintain concentration within lessons. |