



POLICY COVER SHEET

Policy	Equality Duty and Accessibility Plans		
Version	V5		
Date approved	June 2025		
Review frequency	At least every 4 years (Duty Annually)		
Reviewed by	FGB		
Signed – Chair of Governors			
Signed – Headteacher			
Document History:			
Version	Date of Review	Reviewed by:	Revisions made:
V1	April 2021	L J	Change nursery to nursery school / school
V2	April 2022	LJ	No changes
V3	May 2023	LJ	New policy
V4	June 2024	LJ	No changes to Policy New dates for action plan
V5	June 2025	LJ	No changes to Policy New dates for action plan

Equality Duty

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a day to day basis to the headteacher

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim staff to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Analyze the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Identifying improvements for specific groups

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RSE (Relationships and Sex Education), Cultural Capital, Personal, Social, Emotional Development (PSED), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Working with our local community including local faith groups
- Develop links with people and groups who have specialist knowledge about particular characteristics, which will help inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils/parents with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

See page 6

9. Links with other policies

This document links to the following policies:

- Accessibility Plan (see below)

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

GREEN = complete, AMBER = underway, RED = not yet actioned		EQUALITY AND ACCESSIBILITY ACTION PLAN 2024-2025		
OBJECTIVES	BY WHOM?	BY WHEN ?	RESOURCE IMPLICATIONS	SUCCESS CRITERIA
ACCESSIBILITY				
Translation Translator Services are utilized when needed to ensure all parents feel welcomed, valued and understood e.g. meetings, training events	Office Manager	On-going	Variable costs as and when needed	All parents are able to attend and contribute to meetings and training events.
Outdoor Learning High quality outdoor learning activities are available for pupils with profound and multiple learning activities / physical difficulties.	ST T All Practitioners	Jan 2025	FOM /Donations / Curriculum	Engaging and inclusive outdoor learning opportunities are available for all pupils.
Curriculum opportunities The curriculum is reviewed regularly to ensure it meets the needs of all pupils and reflects the needs of the current cohort.	HT ST T	Oct 2025	Nil – directed hours	Our approach to the curriculum is reflective and responsive to ensure teaching is of a high quality and accessible for all.
Taxi Fund Taxi Fund is maintained to enable parents who don't have transport to access meetings and nursery learning events.	Office Manager	On-going	FOM / Donations	All parents have the opportunity to join meetings and nursery learning events.

EQUALITY				
Become a level 1 – Disability Confident Committed Employer To be recognised as a Disability Committed Employer	Office Manager	Jan 2026	?? dependent on any further actions	We have agreed Disability Confident commitments and completed at least one action to make a difference for disabled people
Become a level 2 – Disability Confident Employer To be recognized as a Disability Confident Employer	Office Manager	July 2026	?? dependent on any further actions	The schools are recognised as going the extra mile to make sure disabled people get a fair chance
Anti-Bias training Anti-Bias awareness training is provided to all staff.	HT ST CL OM Admin team	Sept 2024	Nil – training hours	Staff understand bias and how unconscious bias may lead to certain groups being treated less favourably or discriminated against.
Equality, Diversity and Inclusion training Train staff involved in recruitment in Equality, Diversity, Inclusion, Discrimination, Protected characteristics and Equality Act 2010	HT ST OM Admin team	Oct 2025	Nil – working hours	Those completing the training have an improved understanding of the Equality, Diversity, Inclusion and legal requirements.