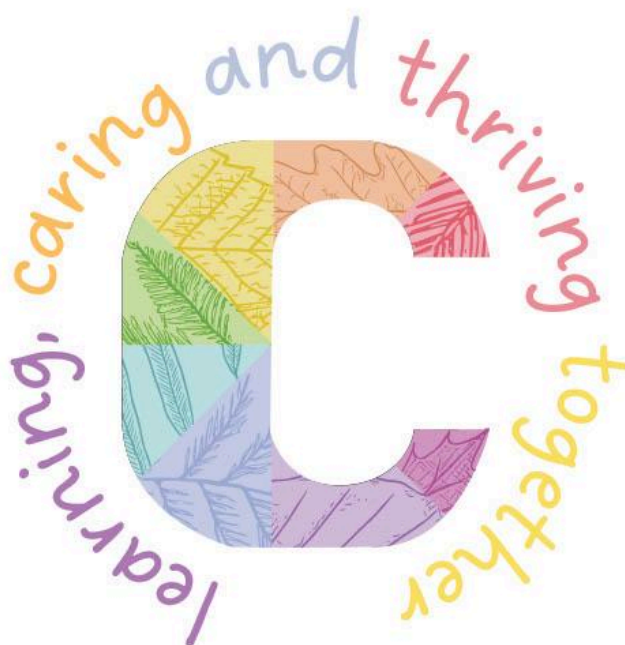


## Model Equality & Accessibility Policy



This policy has been developed through a process of consultation with the relevant Recognised Trade Unions and due to the complexities of this area of employment and education law, the Local Authority expects all Governing Bodies of Community and Voluntary Controlled schools to adopt this policy without amendment.

Should, exceptionally, a Governing Body seek to amend this recommended document or adopt an alternative procedure, the Governing Body must undertake formal consultation collectively with the Secretaries of the Recognised Trade Unions and confirm any amendments with the Local Authority via Haringey Schools HR

The Governing Body of Chestnuts Primary School adopted this policy on:

Date of adoption

**November 2025**

Date of next Review

**November 2026**

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## 1. Introduction

This policy is to set out the commitment of the Governing Body of Chestnuts Primary School to the principles of inclusive education and the responsibilities of the school leadership, whole staff and governors to ensure that all pupils, staff, parents/carers and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

Chestnuts Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents/carers. Educational Health Care Plans are made for those pupils who require bespoke provision.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

## 2. Aims

The aim of this policy is to ensure that our school are inclusive and that it reflect and inform our ethos and are embedded in the life of the school community.

We have high ambitions for all our pupils; we expect pupils with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As a school, we promote the individuality of all our children, irrespective of differences such as: ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all our children every opportunity to achieve the highest of standards.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. 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.

As an employer, we must ensure that we comply with the requirements of the Equality Act 2010, which imposes a duty on @public authorities@ and bodies when exercising public functions to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **3. Statutory Duties and the Legal Framework**

#### **Equality Act 2010**

The Equality Act 2010 brings together under one Act all the requirements regarding equality and discrimination. The Act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A key measure in the Equality Act is the Public Sector Equality Duty, which came into effect in April 2011. This states that in carrying out their functions, public bodies are required to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. These specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- to prepare and publish equality objectives.

Schools will then need to update their published information at least annually and to publish objectives at least once every four years.

#### 4. Roles and Responsibilities

##### Role of the School Governing Body

- Delegate powers and responsibilities to the Headteacher to ensure all school staff, parents/carers and visitors to the school are aware of and comply with this policy
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring policies is made available to parents/carers
- Nominate a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body
- Responsibility for the effective implementation, monitoring and evaluation of this policy.
- Ensuring that the school information and equality objectives are line with statutory directives and published on school website.

##### Role of the Headteacher

- To work closely with the Senior Leadership Team to ensure awareness and implementation of policy the policy, Scheme and Plan.
- Set standards and ensure compliance with an actively promote the policy
- Work closely with key officers responsible for overseeing the premises, curriculum, communications, and training opportunities.
- Ensure that all school staff (including agency staff), pupils and parents/carers are made aware of and comply with this policy and undergo relevant training.
- Report to the Governing Body on the procedures in place for school staff (including agency staff) with disabilities.
- **In employment, to ensure that;**
  - Posts are properly advertised and all applicants are judged against explicit and fair criteria;
  - Applicants from all backgrounds are welcomed and posts are made available to all;
  - Best applicant who meets the criteria is offered the post
  - Reasonable adjustments are considered for applicants with disability to ensure that they are not disadvantaged but not treated more favourably than others;
  - All job description and adverts include a commitment to promoting equality and recognising and respecting diversity.
  - Opportunities for career progression and professional development is fair and accessible to all staff irrespective of their protected characteristics.
  - To create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that they feel positively supported.
- Inform the Governing Body on the training programme for school staff.
- Monitor the effectiveness of this policy
- Monitor the effectiveness of the Disability Accessibility Plan for Pupils.
- Annually report to the Governing Body on the success and development of this policy.
- Helping pupils to recognise, understand and learn how to treat people with disabilities by;

- Identifying different kinds of disabilities;
- Visualising what it might feel like to be disabled;
- Supporting and interacting with disabled people;
- Empathising.
- Ensuring good lines of communication are in place with parents namely:
  - School Newsletters.
  - Regular information letters.
  - Website.
  - Annual pupil reports.
  - Termly parent-teacher meetings.
  - Curriculum evenings.
- Identifying what needs to be done to improve our programme of extracurricular activities that will be to the benefit of our disabled pupils;

### Role of School Employees

- To be aware of the policy and the expectations
- Comply with and actively promote the school's policy
- Value the diversity of individuals and must not discriminate, bully or harass any on any grounds.
- To ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views.
- Undertake mandatory and any other relevant equalities training as and when required.
- Be aware of how to report any witnessed breach of the policy.

### Role of Premises/Site Managers

- Undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be considered.
- Identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides.
- Identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that the school offers.
- Annually review the Disability Accessibility Plan

### Schools Human Resources Team

- Provide training on equalities and diversity in employment and guidance on changes to legislation
- Learning and development initiatives to help deliver agreed equalities aims and objectives
- Consulting headteachers and staff on employment issues and providing mechanism to feedback e.g. staff Attitude Surveys and Focus groups
- Advise headteachers on reasonable adjustments for disabled employees and Access to Work
- Support headteachers when investigating matters through the formal stages of the employment procedures.

### Role of Pupils

- Pupils will be aware of and comply with this policy.

## Role of Parents/carers

- Be made aware of this policy.
- Work closely with the school.
- Monitoring the Effectiveness of the Policy and know how to report any shortcomings.

## 5. Accessibility Plans

Schools need to carry out accessibility planning. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. 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 those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

## CONTEXT

At Chestnuts Primary School, corridors and door frames are wide and allow for wheelchair access.

**Objectives are categorised according to the three aspects:**

- **A. Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum.**
- **B. Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled.**
- **C. Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.**

Aspect	Target(s)	Strategies	Outcomes	Timeframe(s)	Goals achieved
A	<p>As required for implementation of the Code, to ensure appropriate accommodations are in place for pupils with SEND (and other barriers to learning) attending the school, informed (in planning and review procedures) including:</p> <ul style="list-style-type: none"> <li>Identifying pupils with SEND</li> <li>Raising awareness amongst staff (see below)</li> <li>Introducing appropriate reasonable adjustments, as required (see below)</li> <li>Introducing appropriate access arrangements, as required (see below).</li> </ul>	<p>Maintain robust SEND identification and review processes</p> <ul style="list-style-type: none"> <li>Implement reasonable adjustments and access arrangements</li> <li>Use pupil voice to inform planning</li> </ul>	Pupils with SEND are supported to access the full curriculum	Ongoing, reviewed termly	
A	Headteacher and SENCo to play a greater role in the identification of and support for pupils with SEND during the Admissions' Process	<p>Include SEND screening in admissions meetings</p> <ul style="list-style-type: none"> <li>Liaise with nurseries and previous settings- Early planning for EHCP pupils</li> </ul>	Early identification and smoother transition for pupils with SEND	Each admissions cycle and on going as children are admitted	



A	Continue to raise staff awareness, through the provision of professional development, of their and the School's duties towards pupils with SEND	<ul style="list-style-type: none"> <li>- Annual SEND training</li> <li>- Targeted CPD on specific needs (e.g. autism, ADHD)</li> <li>- Regular updates in staff briefings</li> </ul>	Staff feel confident and equipped to support diverse needs	Annual training cycle	
A	Improve provision of information to staff leading activities, trips and visits regarding pupils with SEND.	<ul style="list-style-type: none"> <li>- SEND profiles shared with trip leaders</li> <li>- Pre-visit planning with SENCo</li> <li>- Risk assessments include SEND considerations</li> </ul>	Trips and visits are inclusive and accessible	on going	
A	Improve curriculum planning in light of feedback from staff and pupils' needs.	<ul style="list-style-type: none"> <li>- Use pupil voice and staff feedback to inform planning</li> <li>- Adapt resources and delivery methods</li> </ul>	Curriculum is more responsive and accessible	reviewed annually	
B	To continue to enhance access to Admissions' information for prospective pupils and parents.	<ul style="list-style-type: none"> <li>- Provide information in accessible formats (e.g. large print, translated versions)</li> <li>- Offer face-to-face and virtual tours with SEND focus</li> </ul>	Families feel informed and welcomed	reviewed annually	
B	To approaches to improve the availability of written / visual information in alternative formats.	<ul style="list-style-type: none"> <li>- Use visual timetables, symbol-supported text, and audio versions where needed</li> <li>- Ensure website accessibility</li> </ul>	Pupils and families with communication needs can access key information	on going	
B	To ensure exam scripts are accessible to all pupils	<ul style="list-style-type: none"> <li>- Apply for access arrangements</li> <li>- Modify assessments as needed (e.g. enlarged text, scribes)</li> </ul>	<ul style="list-style-type: none"> <li>- Apply for access arrangements</li> <li>- Modify assessments as needed (e.g. enlarged text, scribes)</li> </ul>		

C	Improve access for pupils with reduced mobility to Chestnuts and School Trips	<ul style="list-style-type: none"> <li>- Use portable ramps where feasible</li> <li>- Prioritise accessible venues for trips</li> <li>- Provide adult support for navigation</li> </ul>	Pupils with mobility needs can access key areas and experiences	On going	
	Over time, improve access for pupils with reduced mobility to areas of the school as identified in the xxxxxx Access Audit (e.g. xxxxxx) and to other areas where access is restricted	<ul style="list-style-type: none"> <li>- Commission updated Access Audit- Explore phased improvements (e.g. stair lifts, handrails, accessible toilets)</li> <li>- Seek funding for capital works</li> </ul>	Long-term improvements to physical accessibility	Long term plan - 2030	

## Document Control

Key Information	
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Revision History		
Version	Date	Summary of Changes
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0.2	01 July 2022	Final version

<b>Decision making body &amp; date of approval</b>	Approved by School Consultative Group (SCG)
<b>Summary of Changes</b>	New