



Irlam Primary School

Equality Scheme, Accessibility Plan and Community Cohesion Statement 2025-2028

Head Teacher: Mrs Elaine Darwin

CEO:	Chris Moore
Written by:	Link Executive
Written/adopted	September 2025
Ratified by:	Local Governing Board
Next Review:	September 2026

Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the Equalities Scheme for Irlam Primary School. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or

victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life. Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people, and how well we are doing to attain them.

The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and prospective pupils people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination and other conduct that is 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.

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](#).

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
-
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.

- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

Under the Public Sector Equality Duty (PSED), our school is committed to ensuring that every member of our community feels valued, respected, and represented. We actively identify areas where equity can be strengthened and set measurable equality objectives to support positive change across the school.

We have developed a range of actions designed to ensure that all groups—particularly those with protected characteristics—are visible, included, and celebrated within the curriculum and wider school life. These actions include:

- **Inclusive Curriculum & Resources:** Auditing and improving our curriculum content and library resources to ensure that children regularly encounter diverse cultures, identities, family structures, and lived experiences.
- **Representation in Displays & School Leadership:** Ensuring equality is reflected around school through inclusive displays, assemblies, and by promoting pupil voice through groups such as the School Council and Wellbeing Ambassadors, ensuring membership reflects our diverse pupil body.
- **Targeted Support & Monitoring:** Using data and regular monitoring to identify any under-represented or disadvantaged groups, and implementing targeted support to reduce gaps in progress, participation, or access.

- **Staff Training & Awareness:** Providing ongoing professional development so that staff have the confidence and skills to challenge discrimination, promote equality, and foster an environment where all children feel a strong sense of belonging.
- **Community Engagement:** Working with parents, carers, and local organisations to ensure that our policies and provision reflect the needs of our community and enable everyone to participate fully in school life.

By embedding equality into our systems, culture, and curriculum, we aim not just to meet the requirements of the PSED but to foster a school environment where every child is empowered to thrive and where all groups are represented, respected, and celebrated.

Inclusion

Our school is committed to fulfilling the Public Sector Equality Duty by ensuring that all groups within our community are represented, respected, and able to participate fully in school life. We regularly review our pupil demographics and engagement data to identify areas for improvement and shape our equality objectives.

To ensure equitable representation, we:

- **Promote diversity through the curriculum:** We review curriculum content to ensure positive and meaningful representation of different cultures, religions, family structures, genders, and identities across all year groups.
- **Ensure pupil voice is inclusive:** Leadership roles—including School Council, Digital Leaders, and Wellbeing Ambassadors—reflect the diversity of our school population, ensuring that a wide range of views are heard and acted upon.
- **Monitor involvement and outcomes:** We analyse data relating to attendance, behaviour, progress, and participation in enrichment activities to identify any under-represented or disadvantaged groups, and implement targeted interventions where needed.
- **Engage families and the community:** We work closely with parents, carers, and community organisations to understand the needs of all groups and remove barriers to engagement.

- **Provide ongoing staff development:** Staff receive regular training to ensure they have the knowledge and confidence to address bias, challenge discrimination, and model inclusive behaviours.
- **Celebrate individuality and identity:** Through assemblies, themed events, displays, and pupil-led initiatives, we actively recognise and celebrate the diversity within our school community.

These objectives help us to ensure that every individual feels a sense of belonging and that our school remains a place where all identities and backgrounds are represented, valued, and celebrated.

School Profile and Demographic

Irlam Primary School is a two-form entry, mixed (girls and boys) primary school for children aged 3 to 11 (Reception through Year 6), situated in the suburb of Irlam in Salford. It operates under the academy status as part of the The Link Education Trust and falls within the local authority of Salford. The school currently has a pupil roll of 453. We are guided by our vision of "Outstanding in all Areas" and anchored in our core values of Respect, Achieve and Aspire, the school serves a community that has evolved from its more traditional farming roots into a more diverse and dynamic area.

Gender

Female: 53.4%

Male: 46.6%

Ethnicity:

White - English: 60.5% (274 students)

- White - British: 21.6% (98 students)

- White European: 1.8% (8 students)

- White and Any Other Asian Background: 1.5% (7 students)

- White and Black Caribbean: 1.5% (7 students)

- Indian: 1.3% (6 students)

- White Eastern European: 1.3% (6 students)

- Kurdish: 1.1% (5 students)

- Any Other Mixed Background: 0.66% (3 students)

- Arab Other: 0.66% (3 students)

- Black - Nigerian: 0.66% (3 students)

- Black Caribbean: 0.66% (3 students)

- White and Black African: 0.66% (3 students)

- Any Other Asian Background: 0.22% (1 student)

- Black - African: 0.22% (1 student)

- Greek: 0.22% (1 student)

- Italian: 0.22% (1 student)

- Other Pakistani: 0.22% (1 student)

- Pakistani: 0.22% (1 student)

- Portuguese: 0.22% (1 student)

- White - Irish: 0.22% (1 student)

- White and Any Other Ethnic Group: 0.22% (1 student)

- White and Asian: 0.22% (1 student)

- White and Chinese: 0.22% (1 student)

- Chinese and Any Other Ethnic Group: 0.44% (2 students)

- Hong Kong Chinese: 0.44% (2 students)

- Asian and Any Other Ethnic Group: 0.44% (2 students)

- Information Not Yet Obtained: 0.44% (2 students)

- Iranian: 0.44% (2 students)
- Other Ethnic Group: 0.44% (2 students)

EAL:

There are 40 students identified as EAL (English as an Additional Language), which represents about 8.8% of the total student population.

Religion:

No Religion: 64% (289 children)
Christian: 22% (100 children)
Muslim: 7% (30 children)
Roman Catholic: 3% (15 children)
Hindu: 0.2% (1 child)
Sikh: 0.2% (1 child)
Buddhist: 0.2% (1 child)

Other:

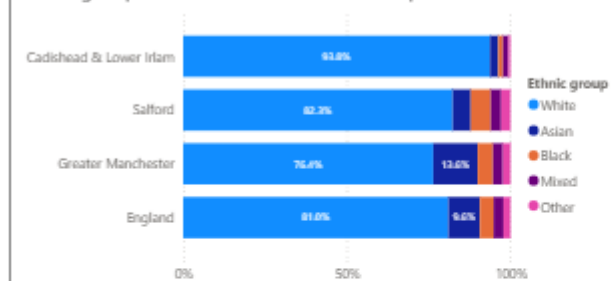
Disadvantaged students: 25.4% (115 students)
Pupil Premium Eligible: 25.4% (115 students)
Ever 6 FSM: 24.1% (109 students)
Looked After (In Care): 0.88% (4 students)

Cadishead and Lower Irlam Demographics and Information

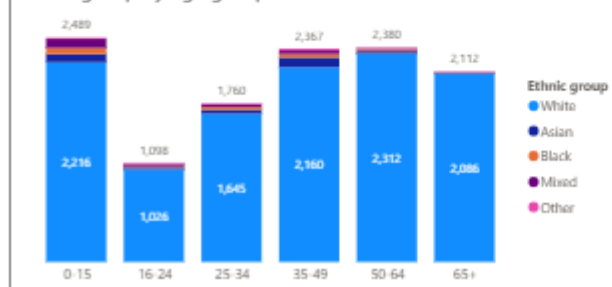
Ethnic group

Source:
Census 2021
(ONS)

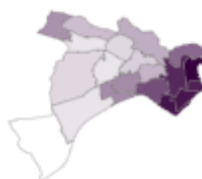
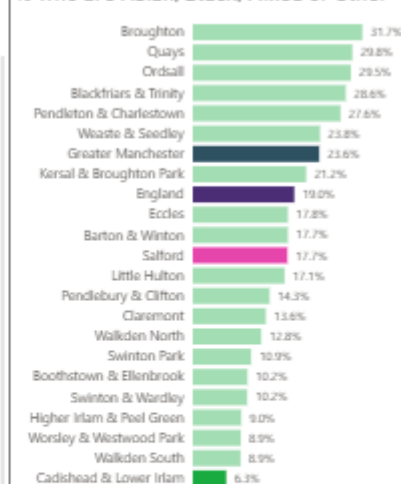
Ethnic groups for selected ward and comparators



Ethnic group by age group in the selected ward



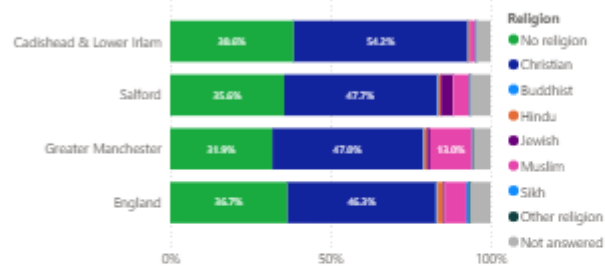
% who are Asian, Black, Mixed or Other



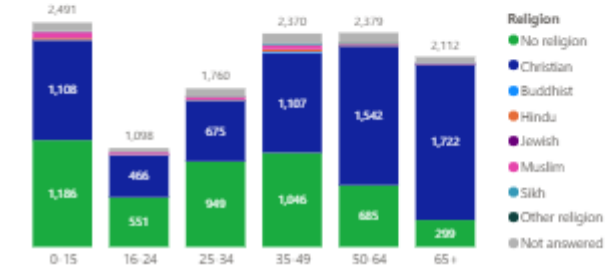
Religion

Source:
Census 2021
(ONS)

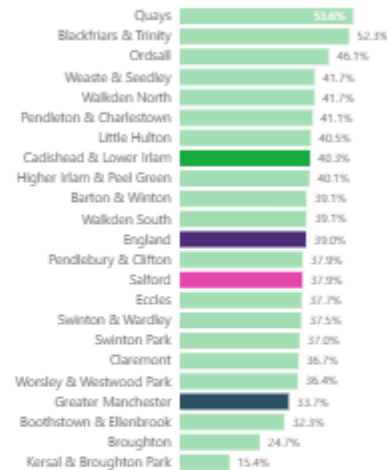
Religion of residents for selected ward and comparators



Religion by age group in the selected ward



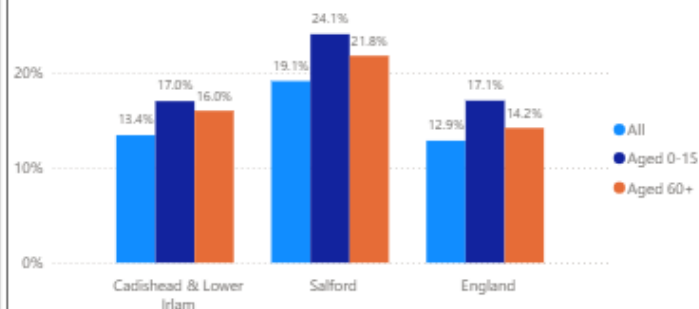
No religion (where answered only)



Deprivation

Source: Fingertips Local Health (from English Indices of Deprivation)

Proportion of people suffering income deprivation in 2019

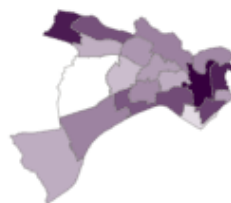
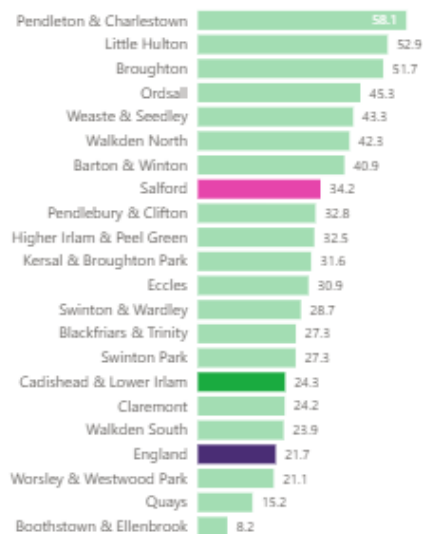


English Indices of Deprivation

The indices measure relative deprivation in small areas in England called lower layer super output areas. The Fingertips Local Health site then translates these into ward-level figures, with Salford and England comparators.

The Index of Multiple Deprivation provides an overall score for each area, as shown in the bar chart and map on the right. A higher score equates to greater levels of deprivation. One of the components of this overall index relates to the proportion of people suffering income deprivation, as shown above. Separate figures are available for children (0-15) and older people (65+), which can differ significantly from the overall figure in some wards.

Overall deprivation score 2019



For further information go to <https://www.salford.gov.uk/people-communities-and-local-information/my-local-community/ward-profiles/>

Individual Equalities Objectives and Accessibility Plan

Having considered our school's current strengths, challenges and priorities, we have identified the following objectives which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

Dealing with prejudice

In this section, identify concerns regarding prejudice-related incidents and outline the procedures your school has put in place to manage them.

Rather than identifying how your school tackled specific incidents, your action plan should take a preventable approach, covering how the likelihood of similar incidents happening in the future will be reduced – for example, considering how your handling of a specific incident of racist bullying informs your approach to tackling prejudice-related bullying overall. An example is provided below.

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
--------------------	--	-------------------	------------------	--------

To reduce the number of incidents where children use characteristics such as colour, sexuality, neurodiversity (e.g. autism), or other protected traits as insults or negative language.	Teach Respect: Include lessons and assemblies that celebrate differences and teach children to be kind and respectful. Train Staff: Make sure all staff know how to spot, challenge, and record unkind or discriminatory language. Support Individuals: Work with any child who uses discriminatory language to help them understand why it's wrong and how to show respect in future. Listen to Pupils: Involve children in promoting respect through the School Council or pupil ambassador roles. Work with Parents: Share key messages about respect and inclusion with families through newsletters and meetings. Track Progress: Keep a record of incidents and review them each term to see if the number is going down.	All staff	Fewer recorded incidents of unkind or discriminatory language. Children show better understanding of difference and respect in surveys and discussions. Staff confidently and consistently address inappropriate language. Pupils involved in incidents show improved behaviour and understanding over time. The school environment feels kind, safe, and inclusive for everyone.	
---	---	------------------	--	--

Celebrating diversity

In this section, identify concerns related to diversity at your school and how it is celebrated. When reflecting on demonstrations of how your school is celebrating diversity, you should examine any potentially neglected groups within this – for example, considering whether your school’s celebrations of gender diversity are intersectional and trans-inclusive. Examples are provided below.

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
To ensure that our curriculum reflects the rich diversities of the UK, our local area and of Salford in order to meet the needs of our children and to inspire them to have high aspirations	Ensuring topics and resources used reflect diversity including visitors to school and people studied Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential	Subject Leaders SLT	The curriculum clearly includes diverse representation from the UK, Salford and the wider world. Pupils can talk confidently about different cultures, communities and role models. Books, displays and resources reflect a wide range of identities and backgrounds. All pupil groups are fully included in curriculum	Throughout the year

			experiences and enrichment opportunities. Staff feel confident teaching about diversity and promoting high aspirations for all pupils.	
--	--	--	--	--

Facilitating equality in the workplace

In this section, identify concerns related to equality amongst your staff and outline the procedures your school has put in place to facilitate this. Specific incidents of discrimination should be covered in 'Dealing with prejudice' section above, while this section should instead examine concerns related to staff equality overall – for example, considering whether any school procedures indirectly discriminate against staff with certain protected characteristics. Examples are provided below.

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
To ensure that all staff within our school experience equality of opportunity in recruitment,	Review and update recruitment procedures annually to minimise bias and ensure transparent, inclusive selection processes.		- Staff survey data shows increased confidence in fairness and inclusion within the workplace year-on-year. - Recruitment monitoring shows a diverse applicant pool and equitable shortlisting and appointment outcomes.	

retention, training and professional development, and that our workplace culture promotes fairness, wellbeing and representation across all roles.	Monitor staff access to CPD opportunities and proactively support under-represented groups to engage in professional development. Conduct regular staff wellbeing and inclusion surveys to gather feedback and identify areas for improvement. Deliver equality, diversity and inclusion training for all staff as part of induction and ongoing CPD. Review staff data (e.g. roles, promotions, flexible working) to ensure fair representation across all job levels. ▪ Maintain a clear reporting process for any incidents of discrimination or		• CPD engagement data demonstrates that all staff groups participate equally in training and development. • Improved representation of under-represented groups in leadership and responsibility roles over time. • Reduced or consistently low number of discrimination/harassment incidents, with evidence of effective resolution when they occur. • Staff feedback and monitoring show improved workplace wellbeing and retention across all groups.	
---	---	--	---	--

	harassment, ensuring timely response and follow-up.			
--	---	--	--	--

Enabling representation

In this section, identify concerns related to the diversity of representation in your school and outline how it is enabled. It is important to ensure any actions taken avoid 'tokenistic' representation and instead build diverse representation into the fabric of your school – for example, considering whether the composition of your SLT or governing board is representative of the diversity in your school community. Examples are provided below.

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
To ensure that all members of the school community—including pupils, staff, parents, leadership teams and governors—are represented in ways that reflect the diversity of our school population, so that inclusion	Review the composition of SLT, staff teams, governing board, and other leadership/decision-making bodies to identify under-represented groups. Embed diversity into pupil leadership opportunities (e.g., School Council, Wellbeing Ambassadors, Eco Leaders) to ensure participation reflects the school's demographic mix.	SLT Governors	Leadership and governance bodies demonstrate increased representation of under-represented groups over time. Pupil leadership teams reflect the diversity of the student population and feedback indicates all pupils feel included.	

and decision-making are informed by a broad range of perspectives.	Audit curriculum, assemblies, displays and enrichment activities to ensure diverse voices, cultures, genders, abilities, and experiences are authentically represented. Develop staff recruitment, retention, and professional development strategies to attract, support, and promote staff from under-represented backgrounds. Engage with parents and community groups to ensure governance and school activities reflect the diversity of the wider community. Monitor and evaluate the effectiveness of representation initiatives through surveys, focus groups, and feedback mechanisms from pupils, staff, and parents.		Curriculum, displays, assemblies, and resources consistently showcase diverse voices and experiences without tokenism. Staff from diverse backgrounds report equitable access to career development and leadership opportunities. Parental engagement initiatives reach a broad range of families and feedback reflects satisfaction with inclusivity and representation. Monitoring and feedback show that actions to improve representation are sustained and embedded in school culture.	
---	---	--	---	--

Supporting inclusion

In this section, identify concerns related to inclusion within your school community. You should outline how your school mitigates the possibility of direct and indirect discrimination to ensure all members of your community can access all elements of school life, without being unfairly excluded – for example, considering how the premises can be adjusted to improve access for disabled pupils and staff. Examples are provided below.

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
To ensure that our school environment, communication methods and curriculum provision are fully accessible to pupils, staff and parents with visual or hearing impairments, so that no member of our community is disadvantaged or excluded from any aspect of school life.	Review physical access across the school site, ensuring appropriate signage, lighting, contrast markings and visual/auditory alerts are in place. Ensure all key communication (letters, newsletters, website content, information screens, parent communications) is available in accessible formats (e.g., large print, audio support, subtitles, BSL interpreter when needed). Provide assistive technologies and resources to support access to learning for visually and hearing-impaired pupils	SLT SBM Site Manager	Staff feel confident in supporting visually/hearing-impaired children and communication is consistently accessible (measured through training evaluations and staff surveys). Accessible communication methods are established and regularly used by parents and carers who require them.	

	(e.g., hearing-loop systems, radio aids, adapted materials). Deliver staff training on inclusive strategies, visual/hearing impairment awareness, and how to adapt communication and lessons effectively. Work closely with sensory support specialists and external agencies to tailor provision to individual needs. Monitor access and participation in school events, trips, clubs and leadership opportunities to ensure full inclusion.		Inclusion data shows that visually and hearing-impaired pupils have equal participation in learning, enrichment, leadership and wider school activities. Individual adjustments from audits result in measurable improvements in accessibility of physical spaces and learning environments. Feedback from pupils, parents and external specialists indicates a positive impact on access, inclusion and wellbeing. Any barriers identified in provision or communication are addressed promptly, with a	
--	---	--	--	--

			reduction in concerns raised over time.	
--	--	--	---	--

IRLAM PRIMARY SCHOOL
ACCESSIBILITY PLAN 2025 - 2028
Access to the Curriculum

Aim	Actions	Timescales	Outcome	Lead	
Ensure all pupils can access and engage with the curriculum	Teachers aware of all of the needs of the children in their class.	Ongoing	All pupils, including those with SEND, can take part fully in	AP	

	Teachers adapt lessons and resources (e.g. use visuals, word banks, larger print, or practical activities). Provide training for staff on adaptive teaching and supporting different needs. Use pupil passports or individual learning plans to share strategies that work. Provide appropriate paper/workbooks for children who need adaptations e.g colour/size		lessons and achieve their best.		
Make the curriculum reflect and value diversity	Include diverse books, topics, and	Ongoing	Children see themselves and others represented	Subject Leaders	

	role models across all subjects. Celebrate different cultures, families, and abilities through displays, assemblies, and special events. Review curriculum plans to ensure examples and resources are inclusive.		positively in what they learn.	AP ED LC	
--	---	--	--------------------------------	----------------	--

Improvement to accessible information

Aim	Actions	Timescales	Outcome	Lead	
Make school information accessible to all parents and carers	Provide letters and newsletters in clear, simple language and accessible formats (e.g. larger print	Review communication methods in Autumn term; make improvements	All families can access and understand key school information, regardless of	ED LC	

	or digital versions). Offer translation or interpretation support when needed. Ensure the school website meets accessibility standards and is easy to navigate. Ask families for feedback on how information can be made clearer.	by Spring term and monitor regularly.	language, literacy, or disability.		

Improvement to physical environment

Aim	Actions	Timescales	Outcome	Lead	
Ensure the school's physical environment is accessible to all pupils, staff, and visitors	Whole school site audit Check that pathways, doors, and classrooms are free from obstacles and easy to access. Provide clear signage, including visual symbols where helpful. Review classroom layouts to support mobility, sensory, and visual needs. Plan for reasonable adjustments (e.g. ramps, handrails, quiet areas) when required.	Carry out accessibility walk in Autumn term; review and update actions annually.	Everyone can move safely and independently around the school and access learning spaces and facilities.	RJ JH ED LC AP All staff to maintain classrooms accessibility	

Furthermore, we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

Community Impact Assessments

We ensure we have 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 with disabilities
- Has equivalent facilities for boys and girls

Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation
- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity
- Rich learning experiences about human rights inside and outside of the classroom

Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

Roles and Responsibilities for Implementing the Equality Scheme and Accessibility Plan

Roles and responsibilities

The Local Governing Board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this plan.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in the policy.

- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The head of department for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provision of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parent, will ensure that all adjustments possible, in line with commonsense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

These are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

The school ensures that specialist resources – including physical resources, e.g. large print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The headteacher will outline, in the Headteachers Report to the Local Governing Board, the progress on the action plan, equality information and accessibility plan.

Equality impact assessments will be undertaken as and when school policies are reviewed.

For Information...

Equality information and objectives

Under the Public Sector Equality Duty (PSED), schools must:

- Publish equality information at least **once a year** to show how they have complied with the PSED.
- Prepare and publish equality objectives at least **every four years**.

It is up to schools to determine what their equality objectives should be, depending on their circumstances and the needs of their school community. The equality objectives that are set should depend on a school's specific circumstances and their aim should be to help improve the school experience of a range of different pupils.

Accessibility plan

Under the Equality Act 2010, schools are required to have an accessibility plan. The plan needs to set out how the school will:

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

Schools need to review their accessibility plans at least **every three years**.

Difference

The main difference between accessibility plans and equality objectives is that an accessibility plan focusses on improving the experience of disabled individuals specifically while equality objectives can cover improving the experience of any individual or group based on their characteristics.