Teversham Church of England
Primary School

Equality and Accessibility

Policy & Plan

2024 -2027

STATUTORY

DATE FIRST ADOPTED:	**15 July 2024**
POLICY REVISION DATE:	
DATE FOR NEXT REVIEW OF PROGRESS:	**July 2027**
FULL REVIEW DATE:	**July 2027**

Equality and Accessibility Policy

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

Our school aims to promote respect for difference and diversity in accordance with our values. We are committed to providing an accessible environment which values and includes all pupils, staff, parents/ carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability, equality and accessibility and to developing a culture of awareness, tolerance and inclusion.

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. 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.

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 on the school website and available to staff and parents
- Ensure that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive annual refresher training.

The Headteacher monitors equality issues and makes senior leaders and governors aware of these as appropriate.

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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school regularly considers attainment data showing how pupils with different protected characteristics are performing, and analyses it to identify strengths and areas for improvement.

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 RE, history and personal, social, health and economic (PSHE) education, 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
- Holding assemblies dealing with relevant issues
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with pupils to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

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

The school will keep a written record (such as in minutes of governor meetings) to show that we have actively considered our equality duties and asked ourselves relevant questions. If it appears to the governors that there is a real risk of a policy or strategic decision having a disparate impact on a group that shares a particular protected characteristic, the governors will undertake a full Equality Impact Assessment.

Equality and Accessibility Plan 2024 to 2027

This Equality Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Our Accessibility Plan and our Equality Objectives have been drawn up to cover a three year period. These will be reviewed annually.

Equality Objectives

Aspect	Actions	By Whom	By When	Expected outcomes	Evaluation of progress with review date First review due July 2025
Fostering good relations	Improve range of texts across the curriculum to include range of ethnicities and cultures, without stereotyping. Ensure the curriculum involves opportunities to learn about different cultures in the UK and globally (including inviting members of the community	English Lead, Humanities Lead	July 2025	Children will access texts with characters that represent a range of cultures, celebrating difference. Children will develop knowledge about other cultures and ethnicities,	June 2025: Fiction and non-fiction texts purchased. English curriculum reviewed to place a variety of texts across the year groups. (Noted in SIAMS inspection) Programme of visitors in school not yet established.

	from a range of cultures in to school)			and respect for difference.	Different cultures and religions explored within RE- e.g. festivals encounter day. Respect for difference reinforced through values teaching across CW programme. July 2026: Range of visitors invited into school increased- and reflects the local community.
	Breakdown barriers to perceptions of disability- celebrate the achievements of disabled roll models nationally and globally (assemblies, visitors in school)	Led by SENCO	July 2025	Children will develop understanding and tolerance of disability and difference.	June 2025: Activities within school such as Goal Ball sessions promote possibilities and celebrate achievements. July 2026: Pupil voice evidences positive attitudes towards disability and difference.
Attainment and Progress	Monitor all pupil data to measure progress and attainment of at-risk groups significant in the school: gender, Pupil Premium, ethnic groups, summer-born	SLT	Termly	Gaps in attainment between key groups are narrowed and attainment is in line or higher than national averages	June 2025: See Spring Term data: whole school data picture is improving. Overal EAL students are doing as well, if not better than the class average, although there are some individuals for whom this isn't the case. (Where EAL/SEND needs overlap). A gap between PP and NPP continues to persist, though this is significantly narrowed/eliminated when looking at only PP/NSEN pupils. Termly data analysis is explored in pupil progress meetings and intervention and support put in place to address. Focus for Summer term has been on girls in maths and boys writing. July 2026: PP/NPP gap narrowing, particularly in reaching expected standard (and below national averages). Outcomes for

					EAL at expected are strong, but GD less so. Focus for 26/27 is on outcomes for pupils with SEND+PP. SEND outcomes are inconsistent (linked to range of SEND needs across the school).
	Ensure large case-load of EHCP applications is prioritised, in order that children with high level of SEND are well supported.	SENCO	Ongoing	Children to make accelerated progress from their starting points as their needs will be fully met.	June 2025: 11 EHCNAs processed this academic year- timescale issue due to LA backlog. SEND pupils engaged in learning-book scrutinies evidence that they have appropriately scaffolded work which support progress and promote independence. July 2026: Support prioritised for most vulnerable children despite funding delays. Individual case studies of very strong progress in engagement and in attainment. Emerging EBSA need being addressed- including staff training booked for Autumn 2026.
	To explore and understand the reasons for the higher absentee levels of PP pupils and begin to improve attendance rates of these pupils.	HT	Ongoing	Pupils will make greater progress in learning as a result of improved attendance levels, leading to fewer missed learning sessions.	June 2025: Overall attendance has improved (94% YTD up from 93% in 2023-24). Attendance of PP pupils is 91.5% (ranked 140/210 schools for FSM pupils)- this is below 2023/24, but impacted by a small number of pupils with specific circumstances. July 2026: A continued area of focus. Overall attendance YTD is 93.5%. Attendance for pupils with SEND a particular concern- individual action plan to address this.

					Attendance of PP pupils is 90.6% compared to 92.2% nationally.
Curriculum access	Further develop provision for children with language and communication needs or English as an Additional Language	SENCO and HT	Ongoing	Gaps in attainment between EAL and non-EAL and between SEND and non-SEND pupils will diminish	June 2025: EAL – These are very small numbers, but overall EAL students are often doing as well, if not better than the class average, although there are some individuals where this isn't the case. There are some students where SEND and EAL overlap. SEND - data is highly variable by year group which is due to the individual nature of the students in each class. No patterns identified here. Individual case studies indicate a number of pupils making accelerated progress from starting points. June 2026: similar data picture as last year- difficult to identify specific patterns. Use of visual scaffolding continues to improve- consistent practice across the school. All support staff received specific language difficulties training this academic year, with follow up training planned for new staff to ensure this is consistent. Oracy a focus for English Subject Lead in 26/27. SEND KIT visit in Autumn 2025 noted strong scaffolding to support curriculum access for learners across the school.

	Ensure ongoing adaptions to the physical learning environment are made in line with needs of pupils on role.	Managed by SENCO	Ongoing	Physical learning environment is fully accessible to all learners	June 2025: Building is physically accessible for current pupils- adjustments have been made to timetabling to accommodate pupils with specific needs during building project which has removed access to School House. Further work needed re: accessibility of working walls for all learning needs. July 2026: New pre-school provides improved access to outside space for youngest learners. SENCO is proactive in working with external agencies to source specialist equipment ahead of time through rigorous transition planning.
	Develop use of assistive technology, such as Clicker, voice recorders, text to voice programmes	INCO	~~July 2025~~ July 2026	Barriers to accessing the full curriculum are removed, leading to improved attainment.	June 2025: Budget restrictions have prevented purchase of additional programmes such as Clicker. Free accessibility features within Microsoft explored in Spring Term staff training and introduced with children. Children in upper KS2 being supported to develop use of touch typing for writing. July 2026: Upper KS2 have used voice to text technology effectively to support writing. Mixed approach used so that handwriting skills are still developed.

Accessibility Plan

Objective	Actions	Expected timescales	Expected Outcomes	Evaluation of Progress
Improve physical and learning environment for pupils with Autism/ADHD/sensory needs	Complete AET autism standards audit and sensory audit.	~~Spring 2025~~ Autumn 2025	Classroom environments meet the needs of all learners	June 2025: Audit not yet completed July 2026: Audit completed and advice provided to class teachers for priority actions. Additional whole staff training to support sensory needs in Summer 2026.
Improve provision for pupils with dyslexia	Develop staff knowledge of strategies to support learners with dyslexia: Staff training on inclusive classroom strategies	~~Autumn 2024~~ Spring 2025	Eliminate barriers to full curriculum participation for children who may have reading or writing difficulties.	June 2025: Staff training in Spring term 2025- new intervention programmes and individual reasonable adjustments introduced. July 2026: Key focus on support for lowest attaining readers including roll out of Little Wandle Catch up and SEND programmes. Looking at

				fluency programme for 26/27.
Improve provision for children with language and communication needs	~~Staff to complete ELKLAN training.~~ Staff to receive bespoke training to meet individual needs.	2024-25	Children with additional language needs make good progress in their learning through well pitched support.	June 2025: Budget restrictions have prevented formal training being completed. ELKLAN principles incorporated into staff training- Word Aware approach fully embedded across the school and with visual scaffolds consistently in place. Pupils in EYFS with C&L needs making exceptional progress- see case studies. July 2026: Staffing prioritised for speech and language support with 1:1 and group interventions completed. Wider strategies embedded across whole class teaching.

Ensure PE curriculum is adapted to enable physically disabled, or children with restricted or limited mobility are able to work alongside peers	Seek advice from PE coaches, OT/physio and provide additional adult deployment as appropriate.	2024-25	All children are fully included in all areas of the curriculum.	June 2025: Goal Ball sessions and training for staff on adapting PE. July 2026: All pupils included within Sports Day with adaptations made for both physical and SEMH needs. Across the year- increased engagement of pupils with SEND in PE- individual case studies.
Investigate reasonable adjustments that can be made to improve accessibility of the physical environment, including fitting of handrails	Carry out physical accessibility audit	~~2025-26~~ 2026-27	Physical accessibility of school is increased.	June 2025: focus for next academic year as per plan. June 2026: new doors planned for SCA project will improve disability access. Wider audit to be completed next academic year.

Adopted: 15 July 2024 Date of next review: July 2027