



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

Approved by:	FGB Spring 2024	Date: Spring 2024
Last reviewed on:	March 2024	
Next review due by:	March 2027	



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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 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
- Improve the availability of accessible information to disabled pupils

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

- Publish equality Information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely;
- strive to ensure that society will benefit.

Our Public Sector reporting duty can be found <https://www.abbeyfederation.co.uk/sen-equality/>



Our ethos/mission statement

The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.



At Abbey, children are at the heart of what we do. We will foster a love of learning and make learning fun. We will take sensible risks leading to memorable, challenging learning. We will help our children to learn to think, challenge and have confidence to shape their world. Our children will have a voice. We recognise that each child is unique and celebrate the successes of all. We will promote tolerance and mutual respect as part of a global community. We want all our children to thrive and lead happy, healthy lives.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority using their guidance material. The local authority may provide some support.



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

Responsibility

We believe that promoting Equality is the whole school’s responsibility:

School Community	Responsibility
Governing body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that staff aware of your responsibility to record and report prejudice related incidents



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

School Community	Responsibility
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local community members	Take an active part in identifying barriers for the school community and then informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on *the school website*.

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

[SEN & Equality | The Federation of Abbey Infant and Abbey Junior Schools \(abbeyfederation.co.uk\)](http://abbeyfederation.co.uk)

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 Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Guidance can be found [What equality law means for you as an education provider: schools | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://www.equalityhumanrights.com)

Action Plan to address the General Duty to promote race equality

Policy Objective	Success Criteria	Review statement to inform policy for 2027
1. Ensure that the promotion of racial equality is included in all our development planning and through all of our policies 2. Use monitoring information to help us to identify where there are inequalities between different ethnic groups	<ul style="list-style-type: none"> • All policies and plans include reference to promoting racial equality through our Equalities policy. • Information collected and used to inform policy, planning and practise. • Pupil progress and recruitment/retention/pay analysis used to inform areas of inequality. 	•
3. Show respect for cultural diversity through teaching and learning processes that reflect the ethnic diversity of our school and our society 4. Maintain high expectations for pupils from all ethnic groups and ensure that our assessment processes are non-discriminatory	<ul style="list-style-type: none"> • Pupils learn and interact across cultures • Dress / dietary / religious needs of pupils and staff are respected. • Materials reflect cultural diversity – books, displays, equipment, toys, games. • Assessment processes are free from cultural bias and do not discriminate against those or whom English is not their mother tongue. 	•
Policy Objective	Success Criteria	
5. Ensure that our procedures for admissions, attendance, exclusion and discipline are fair and do not discriminate against any ethnic group 6. Work to eradicate inequalities in progress and attainment between different ethnic groups	<ul style="list-style-type: none"> • The school population reflects the ethnic mix of its community. • No ethnic group is over-represented in figures for discipline and exclusion. • All aspects of <i>the admissions, attendance, discipline and exclusion</i> policies show no 	•



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

<p>7. Support the development of high levels of self esteem and seek to support, engage and motivate all pupils</p>	<p>discrimination.</p> <ul style="list-style-type: none"> • Inequalities in progress and attainment between different ethnic groups are significantly reduced. • All aspects of the <i>pupil progress meetings (inc. PP & SEND) work to eliminate inequality in outcomes.</i> 	
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	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity between disabled persons and other persons	(see also Accessibility Plan) Curriculum resources and teaching reflect the equal nature of all people. New RSHE schemes further add to the widening pupil view.	All staff	Sept annually	Review plan with SIP June	
ii. Eliminate unlawful discrimination	Reporting procedures are clear to all staff – zero tolerance approach.	All staff	On-going	On-going	
iii. Eliminate harassment related to disabilities	Reporting procedures are clear to all staff – zero tolerance approach.	All staff	On-going	On-going	
iv. Promote positive attitudes to disability	(see also Accessibility Plan) Curriculum resources and teaching reflect the equal nature of all people. New RSHE schemes further add to the widening pupil view.	All staff	Sept annually	Review plan with SIP June	



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

v. Encourage participation by disabled people	School events are well publicised and the access to events allows participation by all.	All staff	On-going	On-going	
vi. Take steps to take account of disabled people's disabilities	Accessibility Plan				
<p>Other actions required (please list)</p> <p>Educational Opportunities Achievements, e.g: School Trips Participation in all activities and services school provides Pupils in position of Responsibility Work Experience</p>					

5. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum	Curriculum reviewed over a three-year cycle	All staff in phases	On-going	On-going	
ii. physical improvements to increase access to education and associated services	See accessibility plan	HT	On-going	On-going	



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

iii. Improvements in the provision of information in a range of formats for disabled pupils	Resources are held to ensure information can be presented in whichever way is required.	SENCO	As needed		
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Action Plan to address the Gender Equality Duty

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Eliminate unlawful sex discrimination	Reporting procedures are clear to all staff – zero tolerance approach.	All staff	On-going	On-going	
ii. Eliminate harassment related to gender	Reporting procedures are clear to all staff – zero tolerance approach.	All staff	On-going	On-going	
iii. Promote equality of opportunity between men and women	Curriculum resources and teaching reflect the equal nature of all people. New RSHE schemes further add to the widening pupil view. Monitor recruitment	All staff GB	Sept annually	Review plan with SIP June	
<u>Other Actions:</u> Note: the gender pay gap includes: occupational segregation and caring responsibilities; under-representation of women in senior roles; flexible working					
iv. Promote equality of opportunity between boys	Curriculum resources and teaching reflect the equal	All staff	Sept annually	Review plan with SIP June	



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

and girls.	nature of all people. New RSHE schemes further add to the widening pupil view.	GB			
<p><u>Other actions:</u> required (please list) e.g. curriculum, monitoring boys' and girls' attainment, underachievement anti-bullying policies to tackle sexist bullying, attitudes to violence, health initiatives, sport, gender stereotyping careers</p>					



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

The Federation of Abbey Infant and Junior Schools. Accessibility Plan 2024-2027							
Priority	Inclusion			Success Criteria			
Project Leader	HT/ Inclusion Manager			Inclusion for all pupils			
Activities	Timescale	Personnel	Resources	Impact Milestones	Monitoring	Evaluation	Review
1A:To develop vision and values that inform the accessibility plan: - Further develop the vision and values to promote inclusion through discussion with all school staff, parents and governors. - To consult local disabled groups.	Summer 2025	SMT	1 x staff meeting/ HT meeting with Inclusion Manager	Vision and values clarify the term 'inclusion' for all pupils (made available on web site & Learning Gateway)	HT	Inclusion Manager Link Gov Termly Mtg/ Report to Govs	
1A:To develop vision and values that inform the accessibility plan: - To provide appropriate induction for new staff and ancillary support staff e.g. lunchtime supervisors/ admin staff	Autumn 202X of any year	Inclusion Manager/ SMT/ Office Manager/ Principal Meals Supervisor	Inclusion Manager to attend annual supervisors meetings/ Induction Mtgs for new staff	Induction Policy reflects how inclusion/ accessibility is made clear to all new and existing staff	HT	Policy approval by Govs	



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

<p>1B:To develop data and information to support the accessibility plan:</p> <ul style="list-style-type: none"> - To discuss access to the curriculum/ curriculum needs/ after school clubs with disabled pupils/ pupils with medical needs to inform possible developments - To liaise with pre-school teams and other relevant agencies to plan for pupils who are coming on roll. 	<p>Summer 24-ongoing</p>	<p>Inclusion Manager termly monitoring</p>	<p>Inclusion Manager monitoring: Termly</p>	<p>Inclusion Manager Termly monitoring timetable includes time allocated to discuss needs and strengths with pupils/ possible actions reflected in timetabling Phase co-ordinators fully involved; transition between all phases is seamless.</p>	<p>HT</p>	<p>Inclusion Manager termly report to Link Gov/ Curriculum Committee</p>	
<p>1B:To develop data and information to support the accessibility plan:</p> <ul style="list-style-type: none"> - To further develop an audit tool to inform self-evaluation for accessibility <p>Utilise the Inclusion Support SAP process to inform plan</p>	<p>Autumn 2024</p>	<p>Inclusion Manager/ HT</p>	<p>Inclusion Manager/ HT/ EP Meeting to adjust self review monitoring formats accordingly</p>	<p>Inclusion Manager termly monitoring formats reflect how accessibility is audited and acted upon</p>	<p>HT</p>	<p>Inclusion Manager termly report to Link Gov/ Curriculum Committee</p>	
<p>1B:To develop data and information to support the accessibility plan:</p> <ul style="list-style-type: none"> - To liaise with multi-agencies/ similar settings to ensure that pupils with medical and physical disabilities have appropriate contact with other like children 	<p>Autumn 2024</p>	<p>Inclusion Manager</p>	<p>Inclusion Manager release time to arrange contact/ multi agency links</p>	<p>Pupils with medical needs/ physical disabilities have regular, planned contact with other like children (reflected in their individual profiles-central files kept by Inclusion Manager)</p>	<p>HT</p>	<p>Inclusion Manager termly report to Link Gov/ Curriculum Committee</p>	



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

<p>2A: To provide an inclusive curriculum for all that includes access to national curriculum swimming for disabled pupils and pupils with medical needs, if required.</p>	<p>ongoing</p>	<p>Inclusion Manager/ HT</p>	<p>HT to arrange appropriate transport/ swimming instruction for pupils.</p>	<p>Appropriate transport is provided/ Additional swimming instructor provision purchased (annually)</p>	<p>HT</p>	<p>HT report to H&S committee/ Inclusion Manager termly report to Link Gov/ Curriculum Committee</p>	
<p>1C: To consult disabled pupils/ parents of disabled pupils/ pupils with medical needs to support additional access to the curriculum</p>	<p>ongoing</p>	<p>Inclusion Manager</p>	<p>Termly meeting with parents/ pupils to discuss needs</p>	<p>SIP/ Accessibility plan is adjusted or an addendum is created to reflect pupil needs (ongoing)/ evidence of meetings</p>	<p>HT</p>	<p>Inclusion Manager termly report to Link Gov/ Curriculum Committee</p>	
<p>1D: To consult and extend the representations of people studied through the curriculum to show the diverse world in which we live e.g. to ensure that the models and images that children are exposed to cover the whole range of the groups covered through this policy.</p>	<p>Three-year plan beginning with the curriculum conference Autumn 2024.</p>	<p>HT & All phase leads</p>	<p>Conference and associated release</p>	<p>Curriculum reflects the whole range of groups covered by this policy.</p>	<p>HT</p>	<p>P&C committee</p>	



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

<p>2A: To improve the extent to which pupils can participate in the school curriculum</p> <ul style="list-style-type: none"> - Ensure appropriate deployment of staff to support PE - To develop monitoring systems to assess how well LSP are informed to continue lessons even when pupils are withdrawn to tend to specific needs - To investigate alternatives for non-ambulant pupils to participate in Sports Days - Involve Educational Psychologist/ Inclusion Manager/ Class Teachers in briefings related to the specific needs of such pupils as required. 	<p>ongoing</p>	<p>Inclusion Manager/ HT/ Creative Arts Coordinator</p>	<p>Inclusion Manager to liaise with appropriate bodies as required to support pupils on an ongoing basis (as required)</p> <p>Inclusion Manager to liaise with Co-op Inclusion Manager to provide opportunities for reflective practice</p> <p>Inclusion Manager to arrange for teachers to be involved in all briefings with SEN specialists</p> <p>Inclusion Manager to monitor LS withdrawal of pupils (time when withdrawn for needs MUST be used to continue lesson)</p>	<p>Pupils with disabilities/medical needs have full access and participation to the curriculum</p> <p>Alternative, appropriate provision is made for pupils with medical/ disabilities to access curriculum</p> <p>LS timed withdrawal of pupils from lessons for specific needs is used to continue lessons as appropriate</p> <p>All teachers are involved in briefing as required.</p>	<p>HT</p>	<p>Inclusion Manager termly report to Link Gov/ Curriculum Committee</p>	
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The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

<p>2B: To improve the physical environment of the school to increase the extent in which disabled pupils can access the curriculum</p> <p>Consider class size prior to location to ensure disabled pupils can move freely around classrooms</p> <ul style="list-style-type: none"> - To monitor the use of the playground by disabled pupils to ensure that the provision is satisfactory (accident monitoring) - 1 x disabled car parking spaces on School car park - To provide, as required, 2xchanging beds that supports the physical needs of all pupils 	<p>Autumn 2024</p>	<p>HT/ H&S Supervisor/ SMT/ Premises Manager</p>	<p>1x SMT meeting annually to discuss class sizes</p> <p>Annual accident monitoring (H&S Supervisor)</p>	<p>Ramps are constructed for all entry and access points</p> <p>Classes are allocated on an annual basis to reflect the needs of pupils who are disabled</p> <p>1 x disabled car parking spaces created (School Car Park)</p>	<p>HT</p>	<p>HT Report to H&S Committee/ Full Govs</p>	
		<p>HT/ H&S Supervisor/ SMT/ Premises Manager</p>	<p>Part formula Part Access fund</p>	<p>2xchanging beds; nursery</p>	<p>HT</p>	<p>HT Report to H&S Committee/ Full Govs</p>	



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

<p>2C:To improve the delivery of information that is provided in writing for pupils who are not disabled:</p> <ul style="list-style-type: none"> - Monitor differentiation to ensure that it meets the needs of all pupils - To set up a system of information sharing between classes / SMT (Data Collection Sheet) and hold annual transition meetings inc. involvement of Inclusion Manager as required. - To develop staff training needs as identified e.g. SEN Disability Discrimination Act Training. 	<p>ongoing</p>	<p>HT/ SMT</p>	<p>Termly self-evaluation</p>	<p>Self Evaluation indicates effective use of systems</p> <p style="text-align: center;">Differentiation appropriate for all</p> <p style="text-align: center;">Staff training completed: SEN Disability Discrimination Act 2001 Disability Discrimination Act 2005</p>	<p>HT/Curriculum Coordinators</p>	<p>Curriculum Coordinator's Termly Reports to Govs/ Inclusion Manager Link Gov Mtg</p>	
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The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

<p>3A: To develop effective management, coordination and implementation of the accessibility plan:</p> <ul style="list-style-type: none"> - Plan together with multi-agencies to support identified pupils e.g. LACE - Develop all new policies to develop inclusive practices - To recruit staff to support pupils with specific needs as a method of providing a contingency plan for staff absence - To update the Governing Body on the Accessibility Plan (Inclusion Manager to attend meetings to present) 	Ongoing	HT/ Curriculum Coordinators	Inclusion Manager release time/ Coordinator directed time	<p>All new policies and guidelines reflect the vision and values of accessibility/ inclusion</p> <p>Accessibility Plan completed and presented to Govs.</p> <p>LS staff are recruited to support pupils with disabilities/ medical needs as new posts arise.</p> <p>Multi-agency meetings are used to support pupils</p>	HT	Full Governing Body	
<p>3B: To update the Accessibility Plan on a three year cycle by:</p> <ul style="list-style-type: none"> - Making it available to parents to read - Provide links to the document on the school website - Make additional copies available to parents/ other stakeholders on request from the school office - To include necessary information in the School Prospectus/ Profile. 	Annual	HT/ Office Manager/ IT Technician	-	<p>Web site links to accessibility plan</p> <p>School prospectus and profile updated accordingly</p>	HT	Full Governing Body	



The Federation of Abbey Infant and Junior Schools. SINGLE EQUALITIES POLICY and Accessibility plan.

Report Termly Report to Governors (all Coord) Termly Link Gov Meeting with Inclusion Manager/ HT Report

Key to acronyms:

- HT = Head Teacher
- MAC = Multi-Agency Centre
- PSHE = Personal Social Health Education
- LEA = Local Education Authority
- Inclusion Manager = Special Educational Needs Coordinator
- SIP = School Improvement Plan
- EP = Education Psychologist
- RSHE = Relationships, sex and health education
- LSP = Learning Support
- LACE = Looked After Children In Education or LAC child(ren)
- IT = Information Technology
- SMT = Senior Management Team
- H&S = Health and Safety

Change log	
March 2021	New Policy and format in place
March 2024	Policy updated and refreshed for next three year cycle.