



“Together we learn, Together we succeed”

Equality Statement and Objectives

Including Accessibility Plan

Policy Aim

This policy has been written to ensure that the school’s ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
November 2020	R Lane	23/11/2020	FGB	R Moffat	November 2023*

***The equality statement is updated annually. This was last updated in October 2022.**

1. Introduction

This policy is to set out the commitment of the Governing Body of Welbourne 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.

Welbourne 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 an 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
- Advice 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 can be seen in the appendix of this policy. 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.

Welbourne Primary School

Equality Information October 2022

Introduction

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Welbourne 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.

Mission statement

At Welbourne we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Welbourne we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Equality Information for Welbourne Primary School

As of October 2022, there are currently 485 pupils on roll in the school, including the 25 children on roll in our 2 year old nursery. Of these children, 253 are boys and 232 are girls. 300 of the children have English as an Additional Language (EAL), and 114 children have a special educational needs or disability (SEND) of whom 16 are on an Educational Health Care Plan. There are 57 community languages spoken in the school.

The religious demographic and ethnicity of the children of Welbourne with greater than 10 pupils is shown below. Parents/carers of our community have shared that our children come from a total of 13 religions and faiths and 30 different ethnic groups.

Race	
Turkish	57
White Eastern European	55
Black Somali	42
Any other Asian	21
Latin South American	20
White British	20
Any Other Ethnic Group	16
Pakistani	14
Black African	11
White Other	11

Religion	
Muslim	178
Christian	151
Catholic	55
Other	31
None	46

Progress since objectives were set

As of October 2022, Welbourne has worked hard to work towards its equality objectives. Strategies implemented to reach these objectives and following impact include:

- Whole staff anti-racism training and the creation of a whole school anti-racism plan.
- Quality first teaching has ensured a greater percentage of boys than nationally are on track with their writing when leaving KS2 (2022 KS2 assessment).
- Parents and carers have an improved understanding of the RSHE curriculum through consultation and there are very low withdrawal rates for non-statutory elements of the RSHE curriculum.
- Welbourne has successfully been accredited as a Gold UNICEF Rights Respecting School.

Welbourne Primary School Equality Objectives for 2020-2023

Welbourne Primary School is now recognised as a Rights Respecting Gold School by UNICEF. Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.					
Objective	Evidence Source	Actions	Success Criteria	Lead Person	Monitoring & Evaluation
To promote an Anti-Racist culture within the Welbourne community	Increase profile of Anti-Racism locally, nationally and internationally. Parent and pupil voice	Whole staff training. Inform the community of Anti-Racism work and involve all stakeholders where possible in events	An Anti-Racism culture is embedded across the community.	SLT	Regular evaluation of staff training. Stakeholder surveys

Advancing equality of opportunity between people who share a protected characteristic and those who do not share it.					
Objective	Evidence Source	Actions	Success Criteria	Lead People	Monitoring & Evaluation
Raise attainment of boys in writing	Analysis of school assessment data across the school.	Quality First Teaching Interventions in Reading and writing (SDP priorities)	The gap between boys and girls attainment is narrowed	Clare Ejiogu Gina Cattini	Termly analysis of data RAG rate impact of SDP Feedback from coordinator in annual curriculum coordinator report

Fostering good relations across all characteristics and between people who share a protected characteristic and those who do not share it.					
Objective	Evidence Source	Actions	Success Criteria	Lead Person	Monitoring & Evaluation
Successfully implement the updated SRE and Health curriculum.	The parents of some pupils who would have previously withdrawn have wanted to have been consulted over the	Reschedule working party (Delayed due to COVID-19) and consider virtual platforms to meet.	Stakeholders including parents	Robert Lane Patrick Meehan	Update to policy following working party meetings. Successful implementation of the statutory RSE framework

	updates to the Welbourne Curriculum and be part of a working party.	Consult the wider parent/carer population with the RSE curriculum			
To support the school community to gain deeper understanding of the UN Convention of the Rights of a child. (Article 42)	Currently Welbourne is recognised as a Silver 'Rights Aware' school and are working towards the Gold standard of Rights Respecting .	Awareness raising events across the school through the School's working party. Planning to highlight rights to the children where appropriate.	The stakeholders of Welbourne primary school have a deeper understanding of the UN convention of the rights of the child.	Robert Lane Patrick Meehan	RAG rate action plan. Feedback following accreditation visit



Appendix 1 - Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Welbourne Primary School is a school build mainly on one level. Two areas have a second storey. One area is the staff room and the other is above the hall along the Inclusion corridor. A stair lift for both areas has been considered in the past.	The situation will constantly be reviewed if needed and access to this area considered.	Inclusion Manager	On-going
Corridor access	Corridors and doorways are all wide and kept clear and provide no hazards or problems. Due to current risk assessments, a one-way system is currently in use to ensure there is no overcrowding and distancing is possible in corridors across the school.	Regular checks of corridor areas will be maintained to ensure they are kept well and are well maintained to allow access at all times.	Inclusion Manager	Regular half - termly checks
Parking bays	Allocated disabled space is available for staff. There is no allocated parking for visitors.	Space maintained for disabled parkers at all times.	Inclusion Manager	On-going
Entrances	All entrances to the school are fully accessible. Entrances are wide enough for wheelchair access.	Ensure entrances are kept clear.	Inclusion Manager	On-going
Ramps	We have one ramp in school and this is fully maintained. The flooring has additional grip features.	Ensure the ramp does not become slippery. Maintain the grip on it.	Site team	Half - termly checks.
Toilets	We have three disabled toilets, one in the Children's Centre, one in the new build and one in the main building.	Maintain the toilets to that they are always available for use.	Site team	On - going



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Internal signage	Labels around the school can be written in large print or braille should the need arise. Currently we have a visually impaired pupil and signage has been adapted for this pupil.	Monitor pupils entering the school and update signage as required.	Inclusion Manager	On - going when any pupil joins the school and each year during the preparation for transition period of the Summer Term.
Emergency escape routes	All emergency exits are clearly signposted and kept clear.	Ensure the maintenance of all emergency exits.	Site team	On - going
2 storey areas of the school.	<p>The staff room is on the second floor. However, other kitchens, toilets and rest areas are available on the ground floor.</p> <p>The Inclusion Corridor has no access up the stairs to the sensory room. If a child was admitted with access difficulties this would need to be reviewed at that time.</p>	Review the situation of the Inclusion Corridor should the need arise.	Inclusion Manager	On - going
Access to the curriculum	It has been recognised through school development that further support for children at the early stages of reading across the school will benefitting pupils in accessing all areas of the curriculum.	Actions have been planned through School Development Plan area 1.	SLT/Inclusion lead	Summer 2021



Appendix 2: Access Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria
<p>To improve and maintain access to the 2nd storey areas of the school.</p>	<p>On-going consideration given to access of the two 2nd storey areas in relation to the staff and pupils at the school.</p>	<p>Short To constantly be aware of pupils / staff joining the school in order to ensure access is available if required. Medium Meetings held half termly to consider the access required for a pupil who may join us from the nursery On-going To always work with staff and outside agencies to consider pupils who may be joining the school in the future so we can consider if any reasonable adjustments need to be made.</p>	<p>Discussions with SLT, Staff in the Children’s Centre, the Nursery, outside agencies, EP, Specialist Teachers etc. to ensure we are aware of any pupils who may be joining the school. Inclusion Manager meets half termly with staff from the Children’s Centre to consider pupils who will be joining the school in the future and if they have needs that could require reasonable adjustments to be made to allow access to the two-storey areas of the school. Meetings with any parents of pupils who develop a medical need /disability that may require a further enhanced provision in the school. The inclusion corridor has no access via the stairs to the sensory room. If a child was admitted with access difficulties, this would need to be reviewed at the time.</p>	<p>Inclusion Manager Inclusion Manager Inclusion Manager Inclusion Manager</p>	<p>On-going On-going On-going On - going</p>	<ul style="list-style-type: none"> • That any reasonable adjustments will be made to support pupils who attend Welbourne Primary School. • That any reasonable adjustments will be made to support staff who work at Welbourne Primary School. • That meetings will be held • MCPs in place as required • Salbutamol emergency inhalers in place as required. • That reasonable adjustments will be made should the need arise for the area to be more accessible.



Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria
To improve the delivery of written information	Newsletters etc. are available in large print. Posters are of a size that can be read by all in the school community currently. Newsletters are sent via email so the font size can be adjusted.	On-going To ensure that staff at Welbourne Primary School keep up to date with the needs of parents, staff and children to ensure that any written information is in a format that is user - friendly. To adapt signage to incorporate larger signs and / or braille as required.	Inclusion Manager to monitor intake of pupils and any changed to the requirements of pupils in the school, to ensure the correct provision for written materials is in place. Inclusion Manager and school staff to be aware of the needs of pupils and other staff members within the school community and those who are new to the school to ensure that their needs are taken into account.	Inclusion Manager All staff	On-going On -going	<ul style="list-style-type: none"> • That all written information will be accessible to all • Any reasonable adjustment will be made to ensure that all written materials are put into any format that may be required.
To increase access to the curriculum for pupils with a disability.	<p>Staff have received a range of training and support to ensure that they deliver quality first teaching. This is on - going to ensure we do all we can to enable pupils to access the curriculum and reach their full potential.</p> <p>Staff who work closely with ECHP pupils in the classroom are provided with a file of information of how to support the child, strategies to use and weekly targets.</p> <p>Regular meetings to consider children's needs. Inclusion Manager meets</p>	<p>Short To work with staff of pupils who need statutory assessments to be completed using Pre-key stage assessment and to ensure formative assessments support planning of individuals.</p> <p>Medium To support pupils with specific difficulties to ensure they are able to access the curriculum to their full potential. When completing formative</p>	<p>Continue to work with staff on using assessment and record keeping to show progress.</p> <p>Working with staff / SLT / SIT to develop QFT and how this can be used to support pupils with additional needs.</p>	Inclusion Manager Inclusion Manager	<p>Preparation complete by Summer Term 2021</p> <p>On - going - see structured conversation programme.</p>	<ul style="list-style-type: none"> • That appropriate assessments will be used by staff for appropriate pupils. • Record sheets are used to record progress. • Regular meeting with the Inclusion Manager to consider the provision in place for pupils. • Regular meetings with parents to consider the provision in place for pupils. • Observations etc. show QFT in classes and enables pupils to make good progress.



	<p>with parents of children with difficulties so that their input can be included in the best ways to support their children.</p> <p>Use of pupil passports and structured conversations, held on a regular basis so staff and parents are aware of the best ways to support children.</p>	<p>assessments, support staff with their understanding of the Engagement model where appropriate.</p> <p>On-going To continue to work with staff to ensure QFT is in place.</p>				
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