



Sussex Road School

Equality and Accessibility Policy and Plan

Sussex Road Primary School recognises and embraces the fact that everyone within our school community is unique. We seek to ensure that everyone reaches their full potential and as such we believe that everyone has the right to equality of opportunity. We seek to ensure that this philosophy permeates every aspect of school life.

Focus

The focus of this policy is to ensure that the culture in school is one where every member of the School Community feels safe and secure in the knowledge that discrimination in any form will not be tolerated and will be challenged at every level. We will seek to ensure that no one will experience discrimination as a result of;

- Sex
- Race
- Disability
- Religion or belief
- Age
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

These are known as 'protected characteristics' as highlighted in the Equality Act 2010. However at Sussex Road Primary School we also believe that because of the deprived characteristics of some of our local communities and consequently the challenging circumstances that many of our children face, we will also ensure that no one will experience discrimination due to their socio-economic background or family circumstances.

Principles

The principles which underpin and shape this policy are;

- We will continue to embrace and celebrate our ethos of inclusion.
- We will actively promote the philosophy that everyone in life is unique and valued.
- Through positive educational experiences we aim to promote positive social attitudes and respect for all.
- Discrimination in any form will not be tolerated and positive action will be taken to address it.
- All pupils will have equal access to the full range of educational opportunities provided by the school.
- We will ensure that all recruitment, employment, promotion and training opportunities are conducted fairly.
- Prejudice and stereotypical views and opinions will be challenged by all stakeholders.
- Diversity will be embraced and celebrated.
- We will consult and involve stakeholders in the development of future equality policies to ensure accountability and transparency.
- Inequality and barriers to equality are identified and addressed.

These principles apply to all school stakeholders including, children, parents, staff, governors, volunteers and visitors. Anyone associated with the School is expected to adhere to the principles outlines above.

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Legislation

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It has simplified the law by removing anomalies and inconsistencies that had developed over time in existing legislation and extended the protection from discrimination in certain areas. This policy has been written with reference to The Equality Act 2010 and schools and Departmental advice for school leaders, school staff, governing bodies and local authorities' published by the DfE in May 2014.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf.

The School also refers to documentation found on Kelsi <https://www.kelsi.org.uk/support-for-children-and-young-people/inclusion-support-service-kent/the-equality-act-2010-what-does-it-mean-to-your-school-or-setting>

Whilst we are bound by our legislative duty, we also believe that it is our moral duty and purpose to ensure that our equality philosophy forms an integral part of our academic, pastoral, leadership and management functions that form the foundations of our School.

Sussex Road Primary School welcomes any other legislation or amendment to existing legislation that seeks to further reinforce the duty of equality of opportunity for all.

The Equality Act also introduced a Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools, which extends to all protected characteristics. When carrying out their functions, public bodies are required to have due regard to the need to:-

- Eliminate discrimination and other conduct that is prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share these characteristics.
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share these characteristics.

What having 'due regard' means in practice has been defined in case law and means giving relevant and proportionate consideration to the duty. For Sussex Road Primary School this means;

- Anyone who is responsible for making decisions in school must be aware of the duty to have 'due regard' when making a decision or taking an action and must assess whether it may have implications for people with protected characteristics
- Equality implications must be considered before and at the time that policies are developed and not as an afterthought. They need to be kept under review on a continuing basis.
- The PSED has to be integrated into the carrying out of our functions and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind. It is not just a question of 'ticking boxes' or following a particular process.
- We cannot delegate the responsibility for carrying out our duty to anyone else.

Safeguarding

All schools are bound by protocols and procedures in cases where it is suspected a child is being abused. Parents need to be aware that we have a duty to act to ensure the safety and wellbeing of all of our children if we suspect a child is being ill-treated or neglected. All staff are aware of the responsibility to inform the school Designated Safeguarding Lead (DSL) who in turn will inform the relevant Local Authority. When the school refers a concern about a pupil to the Local Authority it is not accusing parents of abuse but is requesting that further investigation takes place to establish whether the child is at risk.

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Implementation

We will ensure implementation of this policy through action in the following areas;

Relationships and ethos

To foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, to address all forms of prejudice related bullying.

Equity and excellence

To ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and minimising variations in outcomes for different groups.

Teaching, learning and curriculum

To teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

Engagement and extended services

To provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

Monitoring, Review and Impact Assessment

This policy will be regularly reviewed by staff, and governors to ensure that it is effective in tackling discrimination, promoting access and participation and equality between different groups. All School policies should be read with reference to this policy to ensure our responsibilities under the Equality Act 2010 are met.

Roles and Responsibilities

Everyone who is associated with Sussex Road Primary School is responsible for promoting equality and inclusion and tackling discrimination.

Governors

Our governors are responsible for;

- Following the school policy by demonstrating this in their own practice.
- Ensuring that the school complies with all current equality legislation.
- Ensuring the policies and procedures are followed.
- Ensuring that the school has up to date policies as necessary.

Headteacher

Headteachers are responsible for;

- Ensuring that the policy is implemented throughout the school and that all staff, governors, pupils and parents are aware of its contents.
- Ensuring procedures are followed in School development plans.
- Producing regular information for staff and governors about the policy and how it is working and providing appropriate staff training.
- Ensuring that all staff know their responsibilities in terms of equality and receive support in implementing them.
- Taking timely and appropriate action in the event of any form of discrimination or harassment.

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All Staff (including voluntary staff)

All staff are responsible for;

- Proactively following the policy and any associated plans.
- Providing role models for pupils through their own behaviour and actions.
- Dealing with discriminatory incidents and recognising and tackling other forms of bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date in relation to the equality duty in school and attending training or other learning opportunities.

All Pupils

All of our pupils are responsible for;

- Treating each other kindly and fairly, without prejudice or discrimination.
- Attending and engaging in their own learning and helping other pupils to do the same.
- Telling staff about any discrimination related incidents that they become aware of.

All Parents

All of our parents are responsible for;

- Supporting the school in its implementation of this policy
- Following the policy through their own actions and behaviours.
- Ensuring their children attend school and engage in lessons relating to diversity.
- Telling staff about any discrimination related incidents that they become aware of.

Visitors

All visitors to our school are responsible for;

- Being aware of our Equality Policy.
- Following the policy through their own actions and behaviours.

Responsibility for Overseeing Equality Practices

Responsibility for overseeing equality practices lies ultimately with the Headteacher, however this is supported by the Governing Board. Specific responsibilities include;

- Coordinating and monitoring work on equality.
- Dealing with and monitoring reports of discriminatory.
- Monitoring the progress and attainment of identified vulnerable individuals or groups with protected characteristics.
- Monitoring attendance of vulnerable individuals or groups with protected characteristics.

Breaches of this Policy

Any breaches of this policy will be dealt with as part of the normal complaints procedure as is the case with breaches of any school policy. Anyone wishing to make a complaint will be advised accordingly.

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Accessibility Plan

<p>Sussex Road Primary School is committed to providing a fully accessible environment which values and includes all students, staff, parents and other stakeholders regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We undertake rolling reviews of our pupils needs to ensure the best possible access to education for all.</p>	
<p>Sussex Road is part of the Kent Inclusion Program as part of the Local Authority schools partnership. This program will share good practice and offer support and advice for all levels of inclusion including but not limited to SEN, Disability and EAL</p>	
Toileting	LEA Funded care suite. Additional aids to support Toilet training – seat insert and step. Wipes, clean undergarments provided for pupils of all ages – held in the care suite, in addition to those held in the Year R Classrooms
Technology	Tailored ICT equipment to support access to the curriculum.
	Purchase of C-Pens to enable older pupils with reading disabilities, to independently access the written word and to develop reading skills.
	Purchase of iPads to be used specifically by pupils with Speech and language issues
	Appointment of and SEN/ICT Teaching Assistant to support Teaching Assistants and Pupils to access targeted interventions
Emotional	Furnishing of dedicated breakout spaces within some classrooms
	A smaller unfurnished room has been developed for pupils exhibiting behaviours challenges
	Flooring in the Space changed to carpet to dampen noise
Site security	Additional gate to lower playground and fence to Forest School to give greater security for emotionally vulnerable pupils.
Curriculum	Revised RSE Policy to include differing relationships and family dynamics.
	Outreach to local ethnic and religious communities to share with pupils are part of RE.
	Regular focus on annual anti bullying week
EAL	Use of external interpreters, local communities and staff members to facilitate communications concerning pupil educational outcomes, development, wellbeing and support inclusion.
	Respond to changes in the pupil population to seek support from the Local Community to interpret or translate both basic and pupil specific communications.
	Use the Oak Academy Language Program where a need arises to support EAL pupils with limited English.
Refugees	The school currently has limited exposure to refugees from Ukraine or Syria. In addition to EAL detailed above the school will work with, and seek advice, from the established support agencies supporting refugee families.
Economic	We consider favourably requests from families on low incomes to support with the purchase of uniform, club attendance
	The school limits logo uniform, selling these items at cost to families. The majority of uniform may be purchased in normal high street stores. The school additionally provides a second hand uniform service (for donations) which includes additional items including coats

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	The school continues to administer Holiday School meals vouchers for Free School Meals pupils. We actively encourage qualifying families to apply for FSM and guide them through the process if required.
	No child is prevented from attending educational visits, performances etc. for economic reasons. Shortfalls are met from donations and photograph commissions earned by the school
Communications	Use of various methods of communications, SMS, Emails and paper letters to ensure all families are able to access information
	Next steps to review:- Production of basic letters and the Year R induction process in differing languages to support EAL
COVID19 (remains in place pending further restrictions)	Provide home learning in varying formats to include on line resources and hand delivered paper packs
	Provide additional ICT resources for home learning for financially disadvantage pupils.
	Emotional support during lockdown and subsequent period of isolation - regular class teacher phone calls/Zoom calls
	Additional SLT calls to vulnerable pupils as above
	Catch up funding to provide additional support for vulnerable pupils including emotional and academic interventions
Intervention Space	Acoustic ceiling and dividing panels have been fitted to the intervention space to reduce noise levels and increase engagement by pupils in interventions
Playground	Work commissioned in the upper playground to level areas of the playground damaged by tree routes providing flat access across the play space and to proposed new benches
Forest School	To ensure New Forest School Classroom meets DDA requirements i.e. Ramp, wide access and turning space for wheelchair users.
Basic Site maintenance	All room redecoration tenders require that work meets current DDA requirements.
	Step removed on vehicle access to playground now use for pupil access.
	Regular reapplication of paint lines to all external steps. All internal stairs have nosing of differing colour to define edges.
	Internal slopes in Year R corridor defined by differing floor covering.
We continually seek to adapt to the needs of our pupils and to make reasonable adjustments as defined at https://www.citizensadvice.org.uk/family/education/discrimination-in-education/disability-discrimination-in-schools/	

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