



**LANGSHOTT PRIMARY SCHOOL**

**Single Equality Scheme and Policy**  
**(Including Accessibility Plan)**  
**2021- 2024**

|                                  |                    |
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| <b>Written by; Hiral Mehta</b>   |                    |
| <b>Date of Governor Approval</b> | <b>Spring 2021</b> |
| <b>Next review date</b>          | <b>Spring 2024</b> |

## **Langshott Aims and Values**

At Langshott Primary School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils will be monitored on the basis of disability, race, gender and ethnicity. We will use this data to raise teaching standards and ensure Langshott Primary School adheres to inclusive teaching standards. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

## **Introduction**

All stakeholders in our school community should have the right to enjoy, achieve, and feel valued and safe from discrimination, across the whole range of available school activities.

The overall objective of this policy is to provide a framework for Langshott Primary School to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

## **School Context**

Langshott is an over-subscribed and successful Primary school, catering for four to eleven year olds. We became a full primary school in 2017. The majority of the children are from White British backgrounds, with a below average number coming from minority ethnic backgrounds. The proportion of children eligible for free school meals is below average. The proportion of children with an identified Special Educational Need is just below average.

The Early Years Foundation Stage comprises two Reception classes. Most children entering the school at four years old have attended local pre-school education, including Langshott Ladybirds, an independently run nursery situated in the school grounds. There are strong links between the various pre-schools and Langshott Primary School through the established Footsteps group, part of the local federation – The Horley Learning Partnership.

The vast majority of families are supportive of the school and their child's learning. Effective relationships between home and school are a particular strength, with an 'open door' policy, providing regular opportunities for parents and teachers to meet and discuss progress, curriculum workshops, family events and a highly successful parents association – Friends of Langshott. Parents share their views about the school through Family Forum meetings and by completing questionnaires. Parent volunteers help to maintain the grounds, gardens and library, to support learning in the classrooms – particularly with reading – assist with educational visits, swimming, and also raise vital funds for the enrichment of the curriculum.

## **School Aims and Values:**

At Langshott Primary School we believe in **Learning, Pride and Success:**

### **Learning - Every Langshott community member learns:**

- About life and their aspirations for it.
- To be a learner; developing the skills, understanding and knowledge they need to move successfully through their lifelong learning journey.
- About building positive relationships and developing resilience strategies.
- About their community and the environment around them, their rights and responsibilities within it as a responsible citizen.
- Who they are as a person and what they uniquely have to offer.

### **Pride - Every Langshott community member will be proud:**

- Of what they have and can achieve.
- To be a member of the school community, wanting to contribute to its wellbeing and future and take on responsibilities.

- To develop the self-confidence to try out new things, discovering and developing their interests, talents and passions and the Langshott community will be proud of them.

**Success - Every Langshott community member will be given the opportunity to be successful:**

- In their learning.
- In their personal development.
- In developing their own expertise and interests to the benefit of themselves and others.
- In finding their unique place in the Langshott and wider community.

The schools last Ofsted inspection was in November 2017. Above average attendance and very good levels of punctuality were noted as an indication that children enjoy being at Langshott. Behaviour and leadership were noted as outstanding. Our Early years provision and classrooms were also rated outstanding.

Langshott School is a 'Bike It' school where an effort is being made to improve fitness levels and to reduce traffic congestion. The scheme is supported by the cycle charity Sustrans who has offered training and incentives to the school community.

The school is also continuing to work towards Healthy Schools accreditation.

The school is open between 7.30am and 6.00pm with high-quality breakfast and after school care clubs accommodating up to 45 children per session managed by the school and staffed by an established and experienced team.

## **Equality**

We are committed to supporting the achievement of everyone in the school, enabling them to fulfil their potential and to develop as independent learners. We realise that certain social divisions and prejudices may act as obstacles to achieving that goal. We are, therefore, committed to challenging racism, classism, sexism, religious intolerance and discrimination. We aim to develop a community of learners where diversity is accepted and valued and to prepare young people to be tolerant, humane and fair-minded members of society. We realise that this will involve everyone - pupils, staff, parents and governors in processes of examining and possibly changing the way that we think and behave. Any behaviour which is contrary to the equal opportunities values of Langshott Primary School will be responded to openly, honestly and fairly in the spirit of this policy statement.

We aim to provide equality and excellence for all in order to promote the highest possible standards. We will:

- Work within a culture of mutual respect for others in line with the school's vision
- Recognize and celebrate diversity.
- Nurture a community where pupils are prepared for life in a diverse society.

We seek to ensure that no pupils, staff, parents/carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown as justified. This covers race, ethnicity, national origin, language, religion or belief, gender, sexual orientation, marital status, disability, age, responsibilities for children and other dependents, trade union or political activities, social class, where the person lives or spent convictions

## **Race**

### **Aims and Values**

This policy aims to build on the school's core values and ethos. In accordance with the statement of aims:

- To provide a secure, caring, and disciplined environment in which all pupils are encouraged to develop their individual talents and interests to realise their full potential.
- To foster positive relationships throughout the school and wider community encouraging respect and tolerance and valuing the contribution made by all.

We acknowledge that racism exists in society today and are committed to work towards its elimination by preparing children for life in a multi-ethnic society. The school aims to tackle racial discrimination and promote race equality and good relations across all areas of school activity.

## **Delivery**

- The school curriculum takes account of different religious and cultural values across all subject areas, and welcomes visitors who contribute to the diversity of daily life in the school.
- Students learn about religions from around the world, look at art forms, study Artefacts and listen to stories.
- The school actively seeks to create an environment which respects and values cultural, linguistic and religious differences.
- Teachers plan activities and learning that will ensure an even balance of views from cultures other than their own and will challenge cultural bias and stereotyping.
- All staff report racist incidents to the Head teacher

## **Monitoring**

- All staff are responsible for monitoring racial equality in the school. Racial incidents and occurrences recorded electronically in school and reported to the Local Authority by formal annual return. In addition the parents of those involved are informed.

## **Disability**

There is a significant overlap between those who count as disabled under the Disability Discrimination Act 1995 (DDA) and those who have special educational needs as defined by the Education Act 1996. The definition of Special Educational Needs and Disability (SEND) includes many, but not necessarily all, disabled children: a

disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

1. Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
2. Responding to pupils' diverse learning needs and disabilities by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **The Duty**

The Disability Discrimination Act (2005 is an amendment to the 1995 act) (DDA) places a general duty on schools to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This duty requires schools to take a more proactive and comprehensive approach to promoting disability equality and eliminating discrimination. It is acknowledged that there needs to be a move from individual focus/response to an approach that builds disability equality considerations in from the start.

As school policies are reviewed, consideration is given to their impact on pupils, staff and parents with disabilities.

### **What are the school's duties?**

- Prepare and publish a disability equality scheme
- Involve disabled people in its development
- Report on it annually
- Review and revise the plan as necessary

The school is not required to do anything under this plan that is unreasonable or impracticable.

### **Gender**

We have a general duty to promote equality of opportunity between boys and girls, men and women.

- We will raise awareness of stereotypes and prejudices, patronising behaviour and bias in books, curriculum and behaviour within the school environment. Parental roles will be shown as a shared endeavour between men and women, as will all types of careers in society.

### **Monitoring**

The Headteacher will report on any decisions involving gender categorisation to the Governing Body. This will be monitored to ensure there is no discrimination on the grounds of gender.

## **A Cohesive Community**

Community cohesion is working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace and wider community.

### **We will:**

- Provide opportunities across the curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping.
- Provide a programme of curriculum based activities whereby pupils' understanding is enriched through visits and meetings with members of different communities.
- Provide opportunities for pupils to interact (with the community) through curricular and extra-curricular activities such as sport, drama and school trips
- Use assemblies which involve members of the wider community to promote engagement and shared understanding, as well calling attention to the school's ethos and values.
- Engage in and build successful partnerships with families and family groups
- Work closely with outside agencies to support the needs of our pupils and their families.
- Offer extended learning opportunities through the school and/or local partnership arrangements (Horley Learning Partnership)
- Offer the use of our facilities to the local community for them to meet and learn.

### **Delivery**

#### **Within the school:**

At Langshott Primary School there is considerable emphasis on the development of the 'whole child' and to this end, we work hard at preparing pupils for life beyond their primary school years, maximizing their personal/independence skills to prevent any barriers to successful transition to junior school.

We have a highly motivated and effective School Council, Eco- Council, Spanish ambassadors, Digital leaders and Play Leaders. We also teach our older children to be responsible for helping and supporting our very young children. We operate a successful range of after school clubs, based on pupils' interests. In addition we run a well established before & after school club (The Crystal Club.)

We often have events for parents/carers to attend alongside their child; for example our highly successful 'Christmas making Week' which provides a number of activities for families during. Assembly is used to help address issues that affect us all and encourage pupils to consider the impact of certain behaviours on their immediate surroundings.

No child is ever excluded due to inability to pay for an activity.

#### **The local community:**

All learning is related to real life experiences to help pupils make sense of themselves within their society.

We are continually encouraging visitors to come into school and the local community is used in a variety of ways to support the curriculum, whether it's visiting local places of worship or using the locality facilities.

Our School Council works with the ten other schools within the Horley Learning Partnership (HLP) Pupil Voice. We take part in many sporting events and these will grow as we continue to expand as a growing school. We offer HLP extended learning activities to pupils and advertise local events for both pupils and families.

## **The UK Community:**

We offer school journeys in all year groups and will offer residential trips in Years 3 to 6. We encourage participation in National Days, such as World Book Day, Anti-Bullying and Red Nose Day.

## **Global Community:**

Our curriculum is planned to enhance the understanding of our pupils that they are part of a diverse global community. Pupils undertake a range of fund-raising events and this helps them to understand how lives can be very different around the world. We support our local Open House group.

## **Roles and responsibilities**

### **School Governors are responsible for:**

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures contained within it are followed

### **The Headteacher is responsible for**

- Making sure that this policy is readily available and that governors, staff, pupils and their parents/carers know about it
- Making sure that procedures are followed
- Producing regular information for staff and governors about the policy and how it is working
- Making sure all staff know their responsibilities and receive necessary training and support to carry their responsibilities out
- Taking appropriate action in cases of harassment and discrimination

### **All school staff are responsible for:**

- Modelling good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class
- Keeping up to date with the law on discrimination and taking training and learning opportunities

### **Pupils are responsible for**

- Keeping equality and diversity issues 'alive', through School Council, discussions with the class teacher and reporting areas of concern

### **Parents/carers are responsible for**

- Keeping the school informed of any aspect of this policy that affects them and/or their child
- Encouraging their children to develop positive and inclusive attitudes

## **Monitoring and Evaluating**

This policy is reviewed annually. We will gather evidence regarding the implementation of this policy by:

- Observing actions and relationships in and out of the classroom; raising issues in order to address
- Taking appropriate action to address the range of needs to ensure equality of opportunity
- Monitoring exclusions and behavioural referral forms and reporting to the local authority and to the Board of Governors
- Scrutinizing racism, racial harassment and bullying incidents; reporting to the local authority, Board of Governors and parents/carers
- Monitoring teaching and learning; ensuring all policy documents conform to this policy

- Analysing performance data by groups based on ethnicity, gender, disability and other needs; reporting back to staff and the Board of Governors
- Ensuring any action arising from our monitoring is addressed in the School Improvement Plan/ Head Teacher's Report to Board of Governors

**Success criteria:**

We will know that all our responsibilities are being met when a number of factors occur:

- The school community is engaged in driving improvement and has allowed all children to engage and integrate in all parts of the 'school life'.
- Pupil performance data has indicated that teaching and curriculum provision supports high standards of attainment. Where no group of pupils perform less well than any other group (this is monitored in the Board of Governor meetings and children and learning meetings)
- Planning has demonstrated opportunities for children to learn from and about others. All children are able to access all areas of the curriculum and make good progress.
- The school has hosted a range of events that have met the needs of its community and has signposted its extended services.
- Langshott staff have engaged in development activities with other professionals and all staff are able to fulfil their role and be fully involved in all aspects of school life.
- There is evidence of strong links with local agencies, such as social services.
- There is a balanced profile of staff employed and adults participating in school and social events.
- There is a reduced number of referrals of bullying and racist incidents recorded, in comparison with comparable schools.
- There is a happy, caring environment encouraging children to show respect and to share and understand the ways of others and their various responses to life.

Links with other policies/ plans:

- Accessibility plan (Appendix A)
- Single Equality Scheme (found underneath)
- SEND policy
- Health and Safety Policy
- Inclusive and Equal Opportunities Policy
- Disability and Discrimination Policy
- Behaviour Policy

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual orientation
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Age (in relation to staff)

Public bodies have a 'General Duty' to:

- Eliminate 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

and a 'specific duty' to

- Publish information showing that they have complied with the General Duty annually
- Publish evidence of the equality analysis undertaken annually
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

**The General Duties – Information showing that the School has complied with the General Duty**

| <b>DUTY</b>   | <b>ACTIONS TAKEN</b>   |
|---|--|
| Eliminate conduct that is prohibited by the Act   | <p>We review the whole school profile annually and make changes in consultation with staff and stakeholders.</p> <p>The school has STARS values and these are embedded into the ethos of school life. They are promoted through assemblies and general school life including behaviour management and behaviour for learning.</p> <p>Incidents related to any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) are managed effectively by staff. Staff fully appreciate the value of diversity and the need to promote equal opportunities. Any incidents are recorded and reported to the Board of Governors.</p> <p>The school has a Promoting Equality Policy and Racial Equality Policy in place in addition to the current required Equality Schemes and Accessibility Plan. Policies for Recruitment, Pay and Appraisal are in place and the mechanisms are transparent to all staff and governors.</p> |
| Advance equality of opportunity between people who share a protected characteristic and people who do not share it                    | <p>Groups of pupils who have particular needs are well supported in our school. The progress of pupils with protected characteristics are analysed and their progress within the school is tracked by established and effective monitoring systems.</p> <p>The behaviour of individuals and groups is logged and tracked. This is logged on our SIMS systems. Staff always intervene to prevent incidents of behaviour or bullying.</p> <p>Our Anti-Bullying and Behaviour Policies that tie in with our STARS values are shared with pupils and parents. This is reviewed on an annual basis. We are working towards our Anti- Bullying charter. The school plans and delivers activities as part of Anti- Bullying Week.</p>   |
| Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it | <p>Valuing and celebrating individuals is central to our school ethos. Langshott Primary Schools vision is Learning, Pride and Success. There are opportunities in Assemblies, PSHE,, as well as throughout the curriculum to learn about diversity, both in our own community and others including global values . Promoting diversity through the curriculum and extra- curricular opportunities is a regular focus and can be evidenced in our curriculum overview and planning.</p>  |

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|  | <p>Pupils regularly participate in events that raise awareness of a range of diversity issues and the school contributes to a number of diverse charities each year. We raise money for Harvest, Christmas, Comic Relief and other local events.</p> <p>We aim for quality communication with all member of our community and seek to provide access to information in a range of media.</p> <p>As a school we believe in giving children the opportunities to be leaders. Our school council and Eco- Council are democratically elected by the pupil body and reflect the diversity of the school community. All Staff have equal access to performance management, subject leadership coaching and CPD support as described in our Appraisal, Pay and CPD Policies.</p> |
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### Equality Analysis Undertaken

| Policy / Practice Considered          | How Evaluated  | Outcome  |
|---------------------------------------|--|--|
| Behaviour                             | <p>Policy reviewed –addition to STAR as STARS points Shared with staff and parents and part of Induction documentation for all staff.</p> <p>Behaviour plans and risk assessments for those children with challenging behaviour.</p> <p>Behaviour is discussed with pupils at the beginning of each year. Class rules are agreed and made with children. Behaviour is recorded on SIMS.</p>  | We looked at our sanctions and have discussed how we will support children with SMEH.                        |
| Anti Bullying                         | <p>Anti Bullying Policy reviewed. ???Child Protection: Policy and Safeguarding statement are in force.</p> <p>Pupil’s discuss the meaning and effects of bullying as part of PSHE, circle times and in assembly.</p> <p>Online Safety workshops are provided to all parents throughout during the year.</p>  | Continue to work on our support with online safety and cyber bullying  |
| Equal Opportunities                   | <p>Promoting Equality Policy, Racial Equality Policy and Accessibility Plan are all in force and form part of Induction documentation for all staff. The Board of Governors monitor the progress and outcomes of the Accessibility Plan.</p> <p>Policies for Recruitment, Pay and Appraisal are in place and the mechanisms are transparent to all staff and the Board of Governors.</p>   | All Staff and Governors are aware of their responsibilities under these policies.                            |
| Curriculum including RE, SRE and PSHE | <p>Our Learning Policy, Religious Education (R.E) policy, Collective Worship Policy and Visiting Places of Worship Policy are in force and reflect the inclusive ethos of the school.</p> <p>Our Stars Values are discussed regularly in class and assemblies and used to enrich curricular learning.</p> <p>The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Parents are informed of their right to withdraw children from RE and Collective Worship.</p> <p>The SRE Policy is up to date with current changes. When SRE is being taught, parents are invited in to view the materials and curriculum content and ask any questions they may have.</p> <p>Alternative arrangements are made for children</p> | <p>SRE policy has been reviewed with staff.</p> <p>Continue to work towards the success criteria of SDP.</p> |

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|   | withdrawn from the PSHE elements of the curriculum so that they have equal access to the statutory Science curriculum.  |  |
| Learning and Teaching   | Our Learning Policy is in date, reviewed annually by the whole staff and highlights how all pupils have equal opportunity to access the curriculum through the variety of teaching styles used. Teaching is regularly reviewed through SLT Learning Walks, Subject leaders and consultants.<br>The progress of all pupils is analysed in depth and their progress is tracked by established and effective monitoring systems. The SLT review the progress of groups with protected characteristics to ensure there are no achievement gaps. Any achievement gaps, however small, are addressed through the SDP. |  |
| Safeguarding  | All Safeguarding Policies are in date and recently reviewed to implement new legislation. All members of staff and governors have read the policies and there is a signed register kept. There are sufficient trained DCPOs in school. Staff have annual updates in INSET day training.   | Continue to ensure that all staff update their training regularly<br><br>Currently Head , Deputy Head, Assistant Head and SENDCo are trained DCPOS.  |
| Recruitment   | The Selection, Recruitment and Retention Policy is reviewed regularly by the Board of Governors and complies with Equality law (Act?). The Governing Body is committed to being an Equal Opportunities employer.  | Ensure Governors are aware that recent legislation has disallowed Health Related Questions pre interview.  |
| Consider ways to build transparency in our priorities and action to foster fairness and promote equality. | Equality policy to be reviewed annually and consultation with parents/carers.<br><br>Review our school profile data to ensure inclusion in a school which has a relatively homogenous balance whilst recognising that our children belong to a society and world that is diverse and multi-cultural.<br><br>Track incidents of bullying and of racial nature to ensure they are managed effectively.<br><br>The Board of Governors will consider ways to include less mobile persons to become a member of the Board of Governors through electronic capabilities.  | Parents Forum<br><br>School profile and tracking data will show expected progress for all pupils.<br><br>Follow-up conversations with all parties concerned will show successful management of incidents.<br><br>Technology will be used for participation and voting purposes |

#### Details of Engagement with Stakeholders

| Stakeholders | Type of Engagement         | Outcome of Engagement   |
|--------------|----------------------------|---|
| Pupils       | Pupils are involved in the | Pupils report feeling safe in school. There are minimal reports and |

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|           | leadership and decision making procedures of the school through the democratically appointed School Council, the Sports Council, Pupil Forums and also through class and group questionnaires.   | incidents of prejudice related bullying. There are established and effective policies and procedures for dealing with unacceptable behaviour.  |
| Parents   | Parents regularly liaise with the school through Survey Monkey, FRIENDS (PTA events) and meetings with the Headteacher. Parents and consultation evenings are also provided. Annual online questionnaires are used to ascertain views. | Parents overwhelmingly agree or strongly agree that their child is happy and safe at school and makes good progress. We complete surveys through Survey Monkey.  |
| Staff     | Staff are regularly consulted with through Staff Meetings, TA meetings, Year Group Meetings, and Senior Leadership Meetings.   | All Staff identify their needs for ongoing training and continued professional development (CPD) through the Performance Management Cycle. All middle and senior leadership staff are involved in policy making. |
| Governors | The Board of Governors regularly review issues pertaining to equality and inclusion at meetings. New member of the Board of Governors attend training which includes their responsibilities towards equality.                          | The Board of Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.   |

### Equality Objectives

| Characteristic  | Objective   | Success criteria   | Date for review | Responsibility                  |
|---|---|--|-----------------|---------------------------------|
| All   | Ensure Cyber Bullying is addressed through the Anti Bullying Policy and introduce further opportunities for key principles of e safety to be promoted | Children feel safe from cyber bullying, confident to manage it if it occurs and understand where they can ask questions or access support. | September 2021  | HT/PSHE Leader/Computing Leader |
| Advance equality of opportunity between people who share a protected characteristic and people who do not | Staff and pupils who have a particular need are well supported and make progress in line with expectation.  | Progress will be evident in tracking data.<br><br>SDP success criteria<br><br>Attendance issues will be managed effectively to             | September 2021  | HT/ SLT/ All staff/ Governors   |

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| share it.<br><br>Foster good relations across all characteristics. | Audit our SMSC provision   | ensure better attendance across the school.<br>Provision will be made for any pupil.  |  |  |
| All  | Review and adopt an updated SRE policy   | Children access an SRE curriculum that is age appropriate, relevant to their needs and safeguards their physical and emotional wellbeing. | September 2021                               | HT/RE Leader/SLT/FGB                         |
| All  | Ensure staff are aware of new policies introduced –  | Staff implement new policy changes.   | Ongoing                                      | HT/SLT/ SENDCO/relevant stake holders        |
| Disability   | Ensure The Board of Governors are aware that recent legislation has disallowed health related questions pre interview.                                       | Children are supported by a wide range of staff who are fairly selected, recruited and promoted.  | Ongoing                                      | HT/Chair of Govs/Chair of Staffing Committee |
| Accessibility  | This will form part of risk assessment walk of the school. Update our Accessibility plan to include all groups and ensure reasonable adjustment is in place. | Our accessibility plan will reflect reasonable adjustments.   | Updated annually in line with other policies | All staff<br>SBM                             |
| Publish our equality policy and scheme.                            | Communicate our commitment to equality through discussion with all stakeholders.   | The schools Policy and scheme is available on the school website.   | Head. SLT                                    | SLT  |

### **Accessibility Plan (Appendix A)**

Langshott Primary School uses its Accessibility Plan to comply with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the course of each academic year.



## Appendix A

### Langshott Primary School Accessibility Plan 2021-2024

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. The Langshott Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and will be reflected in other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the year ahead. The plan was updated to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We understand that the LEA will monitor the school's activity under The Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Langshott Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand outs, timetables, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe;
  - Improve access to the **physical environment** of the school, adding specialist features as necessary; this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Curriculum Policy
  - Learning and Teaching policy
  - Equality Policy
  - Single Equality Scheme Policy
  - Health and Safety Policy
  - Special Educational Needs and Disability Policy
  - Behaviour Management Policy
  - School Development Plan
  - School Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the access audit of the school which was undertaken by the SENDCO, SEND Governor and Site Manager and remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of the reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The School prospectus will make reference to the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Head, School Business Manager and Governor.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Written by Mrs. Hiral Mehta (SENDCO) in consultation with Mrs Faye Ballard (SEND Governor) and Mrs Becky McLaughlin(School Business Manager)

Date: January 2021

Review date: January 2022

**Langshott Primary School Accessibility Plan 2021 - 2024: Improving the Curriculum Access**

| <b>Target</b>   | <b>Strategy</b>   | <b>Outcome</b>   | <b>Timeframe</b>                               | <b>Achievement</b>  |
|---|---|--|--|---|
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement a preferred layout of furniture and equipment to support the learning process in the individual class bases.<br>Use of visual timetable across the school. Use of high quality wave 1 resources. | Learning sessions start on time without the need to make adjustments to accommodate the needs of pupils. Children have ready access to a range of resources to support their learning. | On-going                                       | Increase in access to the curriculum.                                     |
| Training for Awareness Raising of Disability Issues.  | Provide training for governors, staff, pupils and parents.  | Whole school community awareness of issues relating to Access.   | On-going and ensure carried out annually. Also | Community will benefit by a more inclusive school and social environment. |

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|   | Discuss perception of issues with staff to determine the current status of the school.   |   | making updates in line with current legislation.                            |   |
| Ensure children have access to ICT software with current remote learning procedures | Support staff and colleagues with remote learning (Google classroom) provide training<br>Access laptops/ chrome books or iPads via DfE.          | Staff training and time given to children through homework  | Ongoing   | All children can access remote learning.  |
| Ensure staff are aware of the waves of provision and the needs of their children.   | Children transferred onto one page profiles and outcomes based individual provision plans (ISPs) or Personalised Education Plans (PEP)           | Provision maps and SEND support arrangements kept up to date.   | Ongoing- termly   | Individual support plans are outcomes based and provision maps in place. These are highlighted to support the needs of the individual children. These are sent to parents termly. |
| Review children on register   | Children are noted on the SEND , EAL, Disadvantaged register accordingly   | Updated with provision maps   | Termly and in line with school census                                       | Children are reviewed regularly as part of the graduated response. This is communicated to parents and teachers set individual targets.   |
| Review TA deployment.   | In review meetings with TAs establish when they are available to support children each day that may be different to their current working hours. | Adult support is available during key times that individual children may need support e.g. lunchtimes, extra-curricular activities. | Reviewed annually   | Children who need individual adult support to participate in some activities and have access to this support.<br>LSA and TA deployment is reviewed yearly.                        |
| All educational visits to be accessible to all.                                     | Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.                                      | Ensure risk assessments completed on the new Surrey guidance. Ensure EVC coordinator is aware and risk assessments emailed to       | Reviewed annually Support with SNAs and Tas for disabled/ vulnerable pupils | All pupils in school able to access all educational visits and take part in a range of activities.  |

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|   |  | Governors.  |                   |   |
| Ensure visually stimulating environment for all children. | Colourful, lively displays in classrooms and inviting role play areas.                                     | Ensure displays reflect cross range of abilities and learning<br>Use specific lettering to support this | Ongoing           | Lively and inviting environment maintained.   |
| Review PE curriculum to ensure PE accessible to all.      | Gather information on accessible PE and disability sports. Seek disabled sports people to come into school | Ensure the PE curriculum is checked thoroughly  | Reviewed annually | All to have access to PE and be able to excel |

**Langshott Primary School Accessibility Plan 2021 - 2024: Improving the Delivery of Written Information**

| <b>Target</b>  | <b>Strategy</b>  | <b>Outcome</b>   | <b>Timeframe</b>  | <b>Achievement</b>  |
|--|--|--|---|---|
| Availability of written material in alternative formats.   | The school will make itself aware of the services available through the LEA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes. | On-going  | Delivery of information to pupils and parents/carers improved.              |
| Make available school prospectus, school newsletters and other information for parents in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it.                      | All school information available for all.<br>School information published on school website and updated regularly. | Access EAL specialist support (REMA services for translation/ written or oral advice for parents) | Delivery of school information to parents and the local community improved. |
| Survey parent/carers as to the quality of communication to seek their opinions as to how to improve.           | Send out survey to parents regarding quality of communication.<br>Family Forum<br>Written feedback                                       | School is more aware of the opinions of parents and acts on this.  | Ongoing   | Parental opinion is surveyed and action taken appropriately.                |
| Monitor attendance registers of parents at parents evening   | Collate evidence from each parents evening from each   | School more aware of parents who are engaged   | Annually, and parents contacted by head   | All staff aware   |

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| to ensure they are representative of the whole school population  | class  | and ensuring all have had the chance to speak to class teachers/ SLT.                          |         |  |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website. | School to ensure website is accessible for all   | Ongoing | All can access information about the school  |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems   | Access to translators, sign language interpreters to be considered and offered if possible   | Signpost Parents to relevant help and support<br>Ensure that external services are called upon | Ongoing | Pupils and/or parents feel supported and included with the community of the school |

**Langshott Primary School Accessibility Plan 2021 - 2024: Improving the Physical Access**

| <b>Location/Event</b>  | <b>Current situation/Item to improve physical access</b>   | <b>Timeframe</b>  |
|--|--|---|
| <b>*Fete days</b>  | People in wheelchairs would need to alert the school so that the school can make reasonable adjustments before they arrive                     | As and when we hold fete days e.g. Christmas Fair, Summer Fete, Easter Fair etc.<br>Actioned by school business manager |
| <b>*After school pick up</b>                                     | School pick up route is accessible for those in wheelchairs with mobility scooters or on crutches.   | As and when   |
| <b>Annexe Crystal Club</b>                                       | Ramp to front door of Annexe – smooth mound up to door of Annexe for easy wheelchair access<br>Disabled toilet already in Annexe               | When necessary  |
| <b>Front entrance/Office</b>                                     | Wide doorways so accessible for a person in a wheelchair<br>Disabled toilet in place<br>Flat front entrance for ease of use if in a wheelchair | When necessary  |
| <b>Improve signage and external access for visually impaired</b> | Ensure signage and documents are accessible  | Visually impaired people feel safe in school grounds  |

|  |   |   |
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| <b>people</b>  |   |   |
| <b>Classrooms</b>  | <p>Good visibility e.g. vision panels in doors</p> <p>Toilets on ground level</p> <p>Access to outside areas from the classroom would require a ramp. But wheelchair users can access outside via courtyard if needed</p> <p>Would need ramps up to classroom doors and ramps into classrooms for a wheelchair user as not accessible currently</p> | When necessary  |
| <b>To ensure that the medical needs of all pupils are met fully within the capability of the school.</b> | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.  | Individual health care plans (where needed) are reviewed yearly |

### **Success Criteria**

We will know that all our responsibilities are being met when:-

- Data indicates that disabled children are able to access all areas of the curriculum, make good progress and are fully involved in all aspects of school life
- Performance management consultations and census returns demonstrate that disabled staff are enabled to fulfil their role and are involved in school life
- Appropriate facilities and resources, such as a disabled toilet and information, can be easily accessed by disabled families, volunteers and visitors to the school

### **What arrangements does the school make to support pupils transferring from another school?**

- All children and their parents have an induction session in which they are shown around the school and supported by a buddy in their class.
- For children with SEN, a meeting will be held between the SENCOs/ Headteacher and information will be shared about the child's needs.

### **How are classrooms and other areas of the school adapted to meet pupil's individual needs?**

All of our ground floor classrooms are wheel chair accessible.

We have:

- disabled toilets
- an ELSA room
- a first aid room.
- All classrooms have overhead projectors and smart boards or smart TVs

### **What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?**

- All children are included in trips and visits as well as residential visits. We provide teaching assistant support and appropriate transport to enable this to happen. All visits are risk assessed and appropriate safety measures are put into place.

- All of our children, including those with SEN have the opportunity to attend a range of after school clubs. We have support in place in our after school club care.
- All children are included in the curriculum and opportunities are given readily to children with SEN. We ensure that they have opportunities to be in our Children's leadership teams, opportunities to represent the school and also be an ambassador for our school.

#### **Arrangements for the admission of disabled pupils**

- We are a fully inclusive school which admits all pupils including those with SEN and disabilities.
- We have disabled toilets, a break out room and accessible classrooms.
- Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.
- Appropriate support will be provided.
- Training will be provided for staff.
- Regular reviews will be planned, which include the pupil's views.

#### Appendix B: Glossary of acronyms used in document

- LEA- Local Education Authority
- PE- Physical Education
- PSHE- Personal Social and Health Education
- SDP- School Development Plan
- SEAL- Social Emotional Aspects of Learning
- SEND- Special Educational Needs and Disabilities
- SMEH- Social Mental and Emotional Health
- SMSC- Spiritual, Moral, Social and Cultural
- SRE- Sex and Relationships Education
- SLT- Senior Leadership Team
- R.E- Religious Education