



**Horsington Church School**  
A Bath and Wells Academy

'That they may have life, life in all its fullness' John 10:10

## **ACCESSIBILITY PLAN AND EQUALITY SCHEME**

This document reflects the school's commitment to equal opportunities, accessibility and equality.

It is produced in accordance with the Equality Act 2010.

### **AIMS**

We aim to provide equality in the education and opportunities available to all those receiving services from the school. We must consider the rights of staff, pupils, prospective pupils, parents and carers and governors. We will encourage positive attitudes to diversity and ensure that all those who learn, teach and visit the school are respected and valued.

We will endeavour to help children reach their full potential and will ensure equality of access to a broad and balanced curriculum for all pupils.

### **RATIONALE**

In order to promote equal opportunities and accessibility within our school, we must first acknowledge the existence of inequality and discrimination in modern society. We accept that prejudice exists in many forms, and that individuals can face discrimination based on factors such as gender, age, ethnicity, disability, gender reassignment, pregnancy, maternity, religious affiliation, or sexual orientation.

While such forms of discrimination are present in society as a whole, this document will focus on those forms which we consider to be most relevant to the staff and pupils of Horsington Church School.

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

As a public body, we have a General Duty arising from the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality and opportunity
- Foster good relations between people from different groups.

Pupil specific targets

We must ensure that no pupil, regardless of gender, age, ethnicity, religious belief or disability, will face barriers to their learning or participation in the opportunities available at our school.

"No pupils should be denied access to the full range of the curriculum in so far as he or she is able to benefit from it. The achievement of the high ideal places a great responsibility upon schools to ensure equality of opportunity and upon teachers to select the most appropriate teaching methods."

National Curriculum Council 1989

We must not discriminate against any pupils in admissions or exclusions and no pupil should be treated less favourably than others or be put at substantial disadvantage.

Staff specific targets

We will also ensure equal opportunities for our staff as identified in the Equality Act 2010. We believe that treating staff in a fair and equitable manner engenders confidence and security and encourages staff to perform to the best of their ability for the benefit of the school and its pupils.

Demonstrating equality at staff level also works to reinforce to pupils the school's commitment to fairness and equity.

## **OBJECTIVES**

In order to ensure equal opportunities for all pupils we will:

- Provide access to an enriched, broad and balanced curriculum which can be adjusted to meet the needs of individual pupils while endorsing the key principles of the National Curriculum.
- Respond to pupils' diverse learning needs and set suitable learning challenges.
- Identify potential barriers to equality and accessibility and develop strategies to overcome them. See Action Plan, Appendix 1.
- Publish evidence annually to prove that those strategies are being implemented. See Evidence to Support the Accessibility Plan, Appendix 2.
- Create an atmosphere in the school within which prejudice, discrimination and stereotyping will be challenged and eliminated;
- Develop a positive attitude towards people from all communities;
- Promote positive images and expectations;
- Prepare pupils for life in a society containing many other cultures;
- Increase knowledge and understanding of issues relating to Equal Opportunities.

With regard to equality for our staff, we will:

- Ensure that no employee or job applicant receives less favourable treatment than any other (with regard to the General Duty arising from the Equality Act 2010).
- Ensure that the objective and job-related criteria apply to all the school's employment policies, particularly recruitment and selection;
- Acknowledge patterns of societal inequality and seek to treat fairly those from groups which have traditionally experienced disadvantage;
- Provide opportunities for all staff and governors to receive appropriate training and support consistent with their duties, responsibilities and aspirations;
- Ensure that all staff are paid in line with nationally agreed pay scales.

As employers, we must also demonstrate equality during periods of recruitment and will:

- Ensure the maximum level of objectivity in the selection process and judge all applications solely on merit.
- Eliminate prejudice based on common stereotypes;
- Leave candidates feeling they have been dealt with fairly;
- Welcome applications from candidates whose gender or ethnicity is under-represented.
- -Ensure that the roll of Governor is open to all who qualify, paying regard to the General Duty.

This policy will be reviewed and updated regularly.

This policy supersedes The Accessibility Plan, Equal Opportunities Policy and Equality Scheme.

Adopted: July 2012

Reviewed: September 2013

Reviewed: November 2014

Reviewed: November 2015

Reviewed: November 2016

Reviewed: May 2017

Reviewed: February 2018

Reviewed: November 2018

Reviewed: November 2019

## Appendix 1

Action Plan to highlight potential equality issues or barriers to accessibility and the proposed strategies to overcome them.

<b>Equality issue/barrier to accessibility</b>	<b>Accessibility Objective</b>	<b>Personnel Involved</b>	<b>When Implemented</b>	<b>Requirements</b>
Inequality of access to the curriculum.	Deliver a skills based curriculum in a way that is open to all pupils.	Head teacher All teaching staff	Ongoing	INSET time Staff meetings IEP
New building developments may pose accessibility issues for some pupils.	Consult with disabled pupils and their parents to ensure that the existing site and any proposed decoration or development will meet their needs.	Policy & Procedures Committee Head teacher Fundraising Working Party	As required	Variable
Accessibility issues on school visits.	Ensure all School Trips are open to all pupils. Ensure Risk Assessment covers specific needs or adaptations for visit	External Visit Co-ordinator Visit Lead	Ongoing	Variable
The specific needs of individuals must be considered and the formats used within school should be adapted where appropriate.	To make ourselves aware of local services for providing information in alternative formats when required.	Office Manager	As required	Variable
Differential Achievement	Analyse data with appropriate differentiation and encourage all pupils to achieve their full potential.	Assessment Co-ordinator Headteacher Class Teachers.	Ongoing	
Access to Physical Education and Sport	To offer, where possible, all pupils equal access to PE and Sport (unless restrictions have been imposed by outside bodies). To consider the needs of all pupils and adapt PE/Sports provision where possible to ensure participation by all.	PE Coordinator Sports Coach Class teacher	Ongoing	Variable
Inequality of access to School Clubs	Ensure all pupils are given equal opportunities to participate in all clubs and work to remove gender bias present in certain activities.	Club Organisers Headteacher Class Teachers	Ongoing	Variable
Pupils at risk of inequality may have less opportunity to express their views and opinions.	Ensure that all pupils' voices are heard and promote the awareness of equality and discrimination throughout the school.	Headteacher Class Teachers	Ongoing	Circle Time PSHE Assemblies
Accessibility for visually impaired child	To make the site accessible to a visually impaired child	Headteacher	Ongoing	Variable

## Appendix 2

Evidence to support compliance with the specific objectives and strategies identified in the Accessibility Plan. Under the duties of the new Equalities Act the equality objectives identified in the Accessibility Plan will be reviewed every three years and the evidence to support compliance with the objectives will be published annually.

<b>Accessibility Objective</b>	<b>Equality Issue/Barrier to Accessibility</b>	<b>Specific Action Required</b>	<b>Personnel Involved</b>	<b>When Implemented</b>	<b>Further Action</b>
Ensure all school trips are open to all pupils.	A visually impaired child may find that their participation is limited.	Ensure full participation wherever possible for all students.	All staff	As required	The events and activities available to pupils on trips will be reviewed each year to continue to ensure full participation by all pupils.
Inequality of access to the curriculum	A visually impaired child may find some aspects harder to access	Braille versions of reading books and other texts or enlarged versions	All staff	As required	Further brailing facilities as suggested by VST
The specific needs of individuals must be considered and the formats used in school should be adapted where appropriate	Laminated materials are too reflective	Use matt laminating pouches when appropriate	All staff	As required	None