

Lady Katherine Leveson CE Primary School

‘Learning, Loving and Living with Joy’



Accessibility and Equality Policy

Last reviewed: Summer 26

Next review due: Summer 27

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Check list for school staff and governors

Do we collect and analyse information relating to pupils and staff with protected characteristics (e.g. attainment, attendance, behaviour, exclusions and staff development)?

Do we use this information effectively to inform decision-making, provision, curriculum design and strategic planning?

How has our Equality and Accessibility Plan been shaped by the views and experiences of pupils, families and staff?

How do we ensure this consultation is ongoing and meaningful?

Do we regularly analyse pupil achievement and participation across different groups of pupils, including those with protected characteristics?

Are any patterns or disparities identified, and what action is taken to address them?

Does our curriculum provide meaningful opportunities for pupils to understand, respect and value difference?

How do we ensure this is embedded authentically across subjects rather than treated as an add-on?

Are all pupils encouraged and supported to participate fully in school life?

Do leadership roles, pupil voice opportunities and wider experiences reflect the diversity of our school community?

Do we monitor and respond to incidents of bullying, prejudice and discrimination effectively?

Is this information used to improve experiences for pupils and staff, and are relevant incidents reported in line with statutory expectations?

Does the school environment (including displays, resources and teaching materials) positively reflect diversity and promote inclusion?

How are a wide range of identities, experiences and role models represented?

How does the school actively promote understanding and inclusion through planned opportunities (e.g. awareness events, curriculum themes, assemblies)?

Are these purposeful and linked to the wider curriculum and school values?

Is the school environment accessible to pupils, staff and visitors?

Are reasonable adjustments proactively made, including for events, communication and engagement with families?

Are communication systems designed to be accessible for all members of the school community?

How do we support families with different needs, including language, literacy or disability-related barriers?

Are governance processes inclusive and accessible?

This includes ensuring that opportunities such as parent governor elections are open and accessible to all.

Lady Katherine Leveson CE Primary School

Equality Plan

1. Introduction
2. Mainstreaming equality into policy and practice
3. Equal opportunities for staff
4. Equality and the Law
 - Race
 - Disability
 - Gender
 - Community cohesion
5. Consultation
6. Roles and responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publishing the plan
10. Action Plan

Introduction

At Lady Katherine Leveson CE Primary School, our Christian vision “Learning, Loving and Living with Joy” underpins our commitment to accessibility, equality and inclusion. We believe that every person is created in the image of God, deserving of dignity, respect and the opportunity to flourish.

“So God created humankind in his image.”

Genesis 1:27

We are committed to removing barriers to learning, participation and belonging, so that all children, families and staff can access the full life of the school. Equality at Lady Katherine Leveson means ensuring that everyone receives the support and adjustments they need to thrive.

Guided by BDMAT’s Five Principles of Belonging, this policy reflects our responsibility to promote fairness, celebrate difference and ensure joyful inclusion for all.

Mainstreaming equality into policy and practice

As well as the specific action set out below in this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and Learning

At Lady Katherine Leveson CE Primary School, we are committed to ensuring that every pupil can succeed and that no child is excluded from learning through low expectations or inflexible practice. Our approach is grounded in a culture of persistent bother, where every adult takes a collective responsibility for ensuring that all pupils remain engaged, supported and challenged.

Teaching and learning at Lady K is adaptive and evidence-informed, drawing on research including the Education Endowment Foundation (EEF) and Rosenshein’s Principles of Instruction. We prioritise high-quality whole-class teaching, clear modelling, structured practice and regular checks for understanding, with

adjustments made responsively to meet pupils' needs.

To support equity and inclusion, we will:

- Use assessment and contextual information to identify barriers and respond early to the needs of individuals and groups
- Monitor achievement and participation across different groups and take action where disparities are identified
- Maintain high expectations for all pupils, supported by appropriate scaffolding and adaptation
- Ensure equitable access to the curriculum and wider opportunities, preparing pupils for life in a diverse society
- Use inclusive teaching materials that reflect diversity without reinforcing stereotypes
- Promote respect and challenge discriminatory behaviour and attitudes
- Provide opportunities for pupils to understand their own identities and appreciate the diversity of others
- Work in partnership with families to support learning, wellbeing and belonging

Through this approach, teaching and learning at Lady K supports equitable access, sustained engagement and meaningful progress for all pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

Lady Katherine Leveson CE Primary School is committed to providing equality of opportunity and to eliminating unlawful discrimination, harassment and victimisation in all aspects of employment, in line with the Equality Act 2010.

All decisions relating to recruitment, appointment, promotion, training and professional development are made on the basis of merit, professional suitability and capability, and in accordance with the law. The school seeks, where possible, to reflect the diversity of the community it serves, while ensuring the highest standards of practice.

Employer Duties

As an employer, the school will:

- Ensure that employment practices are fair, transparent and non-discriminatory
- Promote equality of opportunity for all staff and applicants, regardless of protected characteristics, including age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity
- Take appropriate steps to prevent and address bullying, harassment or discrimination within the workforce
- Ensure that decisions relating to leadership roles, responsibilities and staffing structures are made equitably and without bias
- Provide access to professional development opportunities that support progression and wellbeing for all staff

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Gender Equality Duty (2006) and the more recent Equalities Act (2010) and Public Sector Equality Duty (2011). It is also informed by the

The action plan at the end of this Equality Plan outlines the actions Lady Katherine Leveson CE Primary School will take to meet the general duties detailed below.

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal Duties

This policy reflects the school's duties under the Equality Act 2010, which replaced previous equality legislation, including the Disability Discrimination Act (DDA).

Under the Equality Act 2010, Lady Katherine Leveson CE Primary School has a duty to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

In relation to disability, this includes the duty to:

- Promote equality of opportunity for disabled pupils, staff and visitors
- Remove or minimise disadvantages experienced by disabled people
- Take steps to meet disabled people's needs, including making reasonable adjustments, even where this involves more favourable treatment
- Encourage participation in all aspects of school life

The Equality Act 2010 requires schools to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers. This duty is anticipatory and applies to admissions, education, extracurricular activities, and the provision of information

Gender Equality

At Lady Katherine Leveson CE Primary School, we are committed to promoting gender equality and ensuring that all members of our school community are treated with dignity, respect and fairness. This commitment is rooted in our Christian vision "Learning, Loving and Living with Joy" and upheld through our duties under the Equality Act 2010, which protects individuals from discrimination on the grounds of sex and gender reassignment.

Under the Equality Act 2010, the school has a duty to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations and mutual respect across the school community
- In relation to gender equality, we actively seek to:
 - Promote equality between girls and boys, women and men
 - Ensure that transgender pupils and staff are treated with dignity and respect
 - Challenge gender stereotyping, prejudice and discriminatory language
 - Ensure equitable access to the curriculum, leadership opportunities, enrichment activities and the wider life of the school
- Preventing Discrimination, Harassment and Bullying

Consistent with our Behaviour Policy, Anti Bullying Policy and HIB Response Plan, the school operates a zero tolerance approach to sexist, sexual, homophobic, biphobic or transphobic bullying, harassment or language.

Any behaviour motivated by prejudice related to sex or gender reassignment is treated as a serious breach of our behaviour expectations and will be:

- Taken seriously
- Investigated promptly and proportionately
- Recorded and monitored
- Addressed through appropriate sanctions, support and restorative approaches
- We recognise that discriminatory bullying and harassment can have a significant impact on wellbeing, safety and learning, and we work proactively to ensure that all pupils feel safe, valued and listened to.

Our Specific Duties

To meet our responsibilities under the Equality Act 2010, we will:

- Prepare, publish and implement Equality Information and Objectives, including objectives related to gender equality
- Identify and remove barriers that prevent full participation in school life
- Review and update this policy and related equality documentation at least every three years, or sooner if required

Inclusive School Culture

Lady Katherine Leveson CE Primary School is proud to be a Stonewall School Champion. In line with our behaviour and safeguarding policies, this commitment includes:

- Actively tackling homophobic, biphobic and transphobic bullying and harassment
- Ensuring all pupils and staff feel safe to be themselves without fear of discrimination
- Promoting respectful relationships, understanding and acceptance through our curriculum and wider school culture
- Maintaining this commitment through staff training, reflection and vigilance

These actions reinforce our belief that everyone has the right to feel safe, respected and able to flourish, and that joyful inclusion is a shared responsibility across our school community.

Community cohesion

At Lady Katherine Leveson CE Primary School, community cohesion is inseparable from our commitment to equality, accessibility and inclusion. Rooted in our Christian vision “Learning, Loving and Living with Joy”, we seek to ensure that all pupils, families, staff and visitors are able to access, participate in and contribute fully to the life of the school.

Although the former statutory duty to promote community cohesion (introduced by the Education and Inspections Act 2006) is no longer a standalone requirement, the principles of community cohesion are embedded within our current legal duties under the Equality Act 2010 and our responsibility to remove barriers and advance equality of opportunity for people with protected characteristics.

Within the context of this Equality and Accessibility Policy, community cohesion means that we actively:

- Promote equitable access to education, facilities, information and wider school life for all members of the community
- Remove physical, curricular, communication and attitudinal barriers that may prevent full participation

- Foster positive relationships and mutual respect between people from different backgrounds, experiences and identities
- Challenge discrimination, prejudice and exclusion wherever they arise
- Ensure that difference is recognised as a strength and that all voices are valued

Our approach recognises that equality is not about treating everyone the same, but about equity - ensuring that everyone receives what they need to participate, belong and flourish. This includes particular attention to pupils who may face additional barriers due to disability, special educational needs, race, religion or belief, sex, sexual orientation, gender reassignment or socio-economic disadvantage.

Community cohesion is promoted through inclusive curriculum design, reasonable adjustments, accessible communication, consistent behaviour expectations and strong partnerships with families and external agencies. As a school without a single geographical community, we serve a dispersed and mobile population and recognise that pupils and families may arrive with experiences of disruption, disadvantage or exclusion. In response, Lady Katherine Leveson CE Primary School works deliberately to establish a welcoming, inclusive community where joy sits at the heart of belonging, enabling participation, hope and positive change for all. This work is closely aligned with our SEND Policy, Behaviour Policy and Anti-Bullying procedures, ensuring a coherent and joined-up approach to equitable access, dignity and belonging.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from inclusion questionnaire for parents and carers
- Evidence from feedback SENDCo Parent Network coffee mornings, aimed at increasing parental involvement in the school
- Following staff surveys, and in connection with the needs of children in the school, INSET has been held at the school to train staff in the teaching and learning of children with a range of Special Educational Needs, for example autistic spectrum disorders and speech, language and communication needs.
- Direct support from BEACON and SEIS for SEMH support
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self - including the HRBQ
- The school monitors the impact of its equality and accessibility work through pupil voice activities, pupil wellbeing and safety perception surveys, behaviour and attendance data, and pastoral assessment tools such as the Boxall Profile.
- Issues raised in annual reviews and in conversations and consultations with parents, or reviews of progress on School Support Plans, Positive handling Plans and HIB plans

Roles and Responsibilities

The Role of the Headteacher

The Headteacher is responsible for the day-to-day leadership and implementation of the school's Equality & Accessibility Policy, supported by the Governing Body.

The Headteacher will:

- Implement and promote the school's Equality Information and Objectives, ensuring they are understood and applied consistently
- Ensure all staff are aware of their responsibilities under the Equality Act 2010 and apply policies fairly and equitably in all situations
- Oversee fair, transparent and non-discriminatory recruitment, appointment and professional development practices
- Promote equality of opportunity and respect through curriculum design, school culture and wider school life
- Take all incidents of discrimination, harassment or bullying seriously and ensure they are addressed promptly, proportionately and in line with school policies

Through this leadership, the Headteacher ensures that equality, accessibility and inclusion are embedded in both practice and culture across the school including racist incidents, with due seriousness

The role of all staff: teaching and non-teaching

- ☐ All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- ☐ All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images including same sex relationships
- All staff will challenge any incidents of prejudice or racism, and record any serious incidents, drawing them to the attention of the deputy headteacher/headteacher
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents

Tackling discrimination

Lady Katherine Leveson CE Primary School has a zero-tolerance approach to discrimination, harassment and victimisation. Any behaviour that undermines dignity or safety on the basis of a protected characteristic is unacceptable and will not be tolerated.

All staff are responsible for identifying, challenging and responding to discriminatory behaviour. They are expected to understand how prejudice, stereotyping and bias may present, and to take appropriate action to support pupils in line with their individual circumstances.

All incidents of discrimination, harassment or prejudice-based bullying are taken seriously and addressed promptly in accordance with the Behaviour Policy, Anti-Bullying procedures and HIB Response Plan. Incidents are recorded and monitored, with escalation to senior leaders where necessary. Relevant incidents are reported to the Governing Body and external agencies in line with local authority and statutory requirements.

What Is a Discriminatory Incident?

A discriminatory incident is any behaviour that is perceived to be motivated by prejudice related to a protected characteristic, including race, disability, sex, religion or belief, sexual

orientation, gender reassignment, age, pregnancy or maternity. This includes incidents perceived as discriminatory by the victim or by any other person.

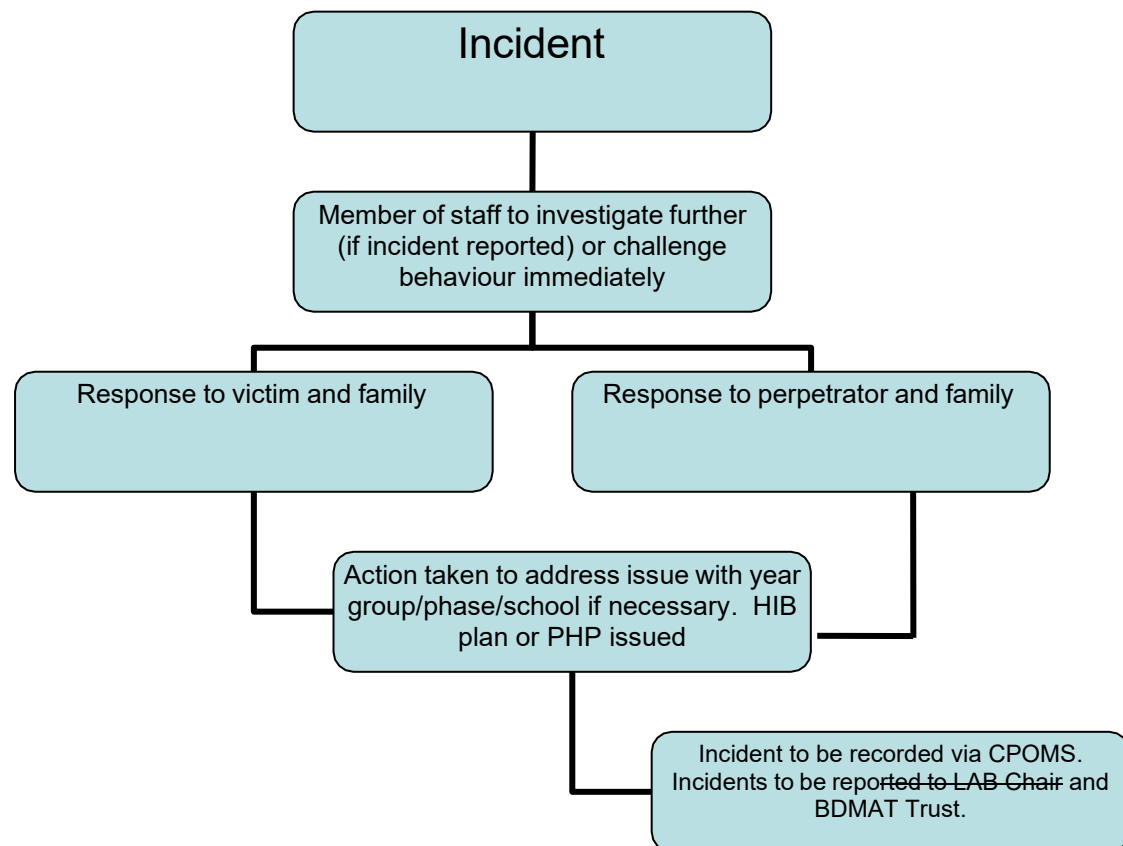
Discriminatory behaviour may include:

- Physical or verbal abuse, threats or intimidation
- Use of derogatory language, insults, jokes or gestures
- Exclusion, isolation or refusal to cooperate with others
- Discriminatory comments during lessons or social interactions
- Written, online or digital abuse, including messages or social media content
- Graffiti or damage to property motivated by prejudice
- Bringing or displaying discriminatory materials or symbols

All such behaviour is addressed through proportionate sanctions, restorative approaches and appropriate support, with the needs and safety of those affected remaining central.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. The school's procedure for responding and reporting is outlined below:



Review of progress and impact

This plan has been approved by the Governing Body and is part of the school's ongoing commitment to equality, accessibility and belonging.

The school operates a rolling programme of review to evaluate the impact of its policies, practices and provision. Progress against the Equality and Accessibility Plan is reviewed annually, with the full plan reviewed and updated on a three-year cycle in line with statutory requirements.

Pupil progress, participation and wellbeing are monitored regularly using a range of assessment and contextual information. This includes analysis of outcomes and experiences for different groups of pupils, including those with protected characteristics.

Where patterns or disparities are identified, appropriate action is taken to address barriers and ensure that all pupils can achieve, participate and flourish. The impact of these actions is monitored over time to ensure sustained improvement.

Evaluation of impact also draws on:

- pupil voice and wellbeing measures
- feedback from parents and carers
- staff reflection and professional dialogue
- behaviour, attendance and inclusion data

This ensures that the plan remains responsive, relevant and focused on improving outcomes and experiences for all members of the school community.

Equality and Equity Action Plan

Objective	How will progress towards the objective be monitored?	Who is responsible for implementing?	Timeframe	Success indicators
To ensure that all pupils, particularly those who are disadvantaged, SEND, or from global majority backgrounds, achieve strong outcomes in reading, writing and mathematics.	- Use termly pupil progress meetings to identify and act on gaps rapidly - Embed high-quality whole-class reading practice (KS2 focus) - Robust moderation of writing as a school, across the trust and through the local authority - Identify those KS2 pupils who have not secured strong foundation in KS1 - deploy targeted support and appropriate intervention - Strengthen attendance and engagement for vulnerable pupils Monitoring: - Termly data analysis by group (PP, SEND, ethnicity, gender) - Reading fluency/comprehension checks - Attendance tracking for key groups - Weekly meeting with SLT and Pastoral lead to review vulnerable list	SLT/CTs/LSA/ Pastoral Lead.	Termly Data Meetings with SIA Termly Pupil Progress Meeting Half termly cycle of monitoring All staff to have attendance as a performance management target.	Analysis of termly NFER data/Bt-5 all areas Gaps between groups are diminishing in internal + statutory data SEND and disadvantaged pupils demonstrate secure progress from starting points Reading outcomes improve across KS2 (aligned to SIP priority)
To ensure the curriculum reflects diverse identities and promotes belonging, without tokenism.	Key Actions - Audit curriculum for representation, voice and relevance - Ensure texts and content reflect: - UKME heritage - disability representation - diverse family structures - Align with your reading curriculum overhaul		Half termly cycle of monitoring	- Pupils can see themselves reflected in learning - No group is stereotyped or invisible - Pupil voice indicates a strong sense of belonging

	• Monitor environment and displays for authenticity Monitoring • Curriculum reviews • Learning walks / book looks • Pupil voice			
To ensure all pupils can access learning through consistently strong adaptive teaching.	Embed EEF-informed adaptive teaching approaches Strengthen staff expertise in: - o autism - o speech & language - o SEMH Develop classroom practice: - o scaffolding - o modelling - o responsive teaching	All teaching staff SLT	As needed	• Pupils with SEND access full curriculum in class • Reduced reliance on withdrawal • Improved engagement and independence
To ensure the gender gap in Reading and Writing is reduced so that boys' outcomes are comparable to girls by the end of KS2.	• Monitor and analyse pupil achievement by gender and act on any trends or patterns in the data that require additional support for pupils in order to close the gap. • Learning resources are purchased intentionally to ensure all groups are engaged by text types with particular thought to underperforming groups.	SLT	Termly Data Meetings and Pupil Progress Meetings	• Analysis of teacher assessment and annual data shows that attainment gaps between pupils, including those with protected characteristics, are closing.
To ensure all pupils feel safe, respected and included, with zero tolerance of discrimination.	• Maintain robust monitoring of discriminatory incidents • Use restorative approaches consistently • Explicitly teach respect, identity and difference through PSHE • Strengthen pupil voice systems Monitoring • Behaviour logs (CPOMS) • Incident reports (termly LAB school updates report)	All stakeholders HT/SLT/DDSL	As needed	• Reduction in discriminatory incidents • Pupils report feeling safe and included • Strong participation across all groups

	Pupil wellbeing surveys			
To build a staff culture rooted in equity, reflection and high expectations.	<u>Move beyond “training” → ongoing professional dialogue</u> Develop practice around: - unconscious bias - inclusive teaching - high expectations for all Embed expectations through coaching and monitoring, creating a culture of being persistently bothered.	SLT/All stakeholders	Staff voice Performance management CPD evaluation	- Staff consistently apply inclusive practice - Strong shared language around equity and belonging - No staff-related discriminatory concerns

Accessibility Plan

Increasing access to the curriculum				
Access Report Ref.	Item	Activity	Timescale	Cost
1	Access to learning spaces	Timetables and classroom organisation are regularly reviewed to ensure that pupils with disabilities or additional needs are able to access appropriate learning environments without disadvantage. Adjustments are made proactively in response to need.	On-going	£0
2	Access around school (whole site)	A wheelchair lift is in place to support access across levels of the school. This is serviced annually (£700) and included in regular health and safety checks. Staff are trained in its use and access arrangements are reviewed to ensure all pupils can participate fully in school life.	On-going	£700 annually
3	Access across KS2	The accessibility of the KS2 environment is reviewed regularly, including entry points, classroom locations and movement between spaces. Adjustments are made where required to support independence and participation for pupils with mobility needs.	On-going	As required
4	Access to curriculum resources	A range of adaptive resources, including laptops and assistive technology, are available to support pupils to access learning. Where appropriate, pupils are supported to use technology both in school and at home to remove barriers to participation	On-going	£600 per pupil
Improving the physical environment				
Access Report Ref.	Item	Activity	Timescale	Cost
1	Access to rooms (KS2 focus)	The school will ensure that doorways, entrances and internal access points are as accessible as possible. Adjustments will be made where necessary to support full wheelchair access and ease of movement.	Reviewed annually	As required
2	Site accessibility review	Regular accessibility walks and audits are undertaken to identify physical barriers. Actions are prioritised and implemented to support safe and equitable access for pupils, staff and visitors.	Annual review	As required
3	Maintenance of accessibility equipment	Accessibility features (including wheelchair lift and any specialist equipment) are maintained, serviced and monitored to ensure they remain safe, effective and fit for purpose.	On-going	Included in site budget

Improving access to information				
Access Report Ref.	Item	Activity	Timescale	Cost
1	Accessible formats	Information for pupils, parents and staff is made available in a range of accessible formats (e.g. large print, simplified text, visual supports, translated materials where required).	On-going	As required
2	Use of technology	Technology is used to support access to written information, including text-to-speech tools and digital formats that enable adaptation to individual needs.	On-going	As required
3	Communication with families	Communication systems are regularly reviewed to ensure accessibility for all families, including those with language or literacy barriers. Adjustments are made to promote engagement and inclusion	On-going	FSW/ As required

Signed: _____(Chair of Governors)

Date: Spring Term 2023

Date of Renewal: Spring Term 2028