

Totley Primary School



Equality Policy and Accessibility Plan

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| Date Accepted: | March 2017 |
| Date Reviewed: | January 2019 |
| Reviewed by: | |
| Policy to be reviewed by: | HT |

1. Aim

Our Equality Statement aims to set out our approach to meeting the general and specific requirements of the Public Sector Equality Duty for our school as outlined by the Equality Act 2010.

2. Introduction

Totley Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, and victimisation and by failing to make a reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including:

- local authorities
- Schools, colleges and other state-funded educational settings including academies

have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation

- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

3. Leadership

Within our school **all staff and Governors** at the school are responsible for ensuring the school meets its duties under the Equality Act 2010.

4. Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of pupils or our staff

5. Training

We will provide relevant training by using all suitable delivery methods.

6. Procurement and Contractors

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

7. Visitors to the School

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

8. Publishing the Statement

We will publish our statement on our website, making paper copies available on request.

9. Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms. All policies to be reviewed using the Equality Act Toolkit to ensure compliance.

10. Reviewing and Revising the Equality Statement

We will review and revise the Statement no later than four years from publication of this statement.

11. How we will meet the General Duty & Specific Duty

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach ie information and objectives set out in Annex 1 and 2.

Accessibility Plan

12. Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

13. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "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."

14. Aim

To reduce and/or eliminate barriers to accessing the curriculum and to full participation in the Totley Primary community for students, and prospective students, with a disability. Principles Compliance with the DDA is consistent with Totley Primary School's aims and equality policy, and the operation of Totley Primary School's SEN policy.

15. Duty

Totley Primary School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002). Totley Primary recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. Totley Primary provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students

16. Activity

- Education and related activities

Totley Primary School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

- Physical environment

Totley Primary School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. The whole school site is accessible at present.

- Provision of information

Totley Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.