



**Collingwood Primary School  
EQUALITIES INFORMATION AND ACCESSIBILITY PLAN**

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**The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:**

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
  2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
  3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: age/disability/gender reassignment/marriage and civil partnership/pregnancy and maternity/race/religion or belief/sex/sexual orientation

In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled pupils can participate in the school's curriculum which includes improvements to the physical environment.

## 1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and PSHE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken at our school.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils regularly discuss and understand our core values: Respect, Equality, Achieve, Co-operate and Happy.
- All school letters use our 'REACH' logo.
- All staff have completed 'Prevent' Training and receive regular updates.

In relation to DISABILITY, the evidence we hold tells us:

- We have a high number of pupils with medical needs compared to other schools.
- Pupils, parents and staff with medical needs feel included in school life.
- We make "reasonable adjustments" for pupils and staff with disabilities.
- Pupils who transfer to our school make friends quickly and have a more positive experience than they did elsewhere.
- The PSHE and Citizenship curriculum addresses this in an age appropriate way in each year group.
- Assemblies address individual pupil's needs and abilities in a way that they feel comfortable and are encouraged to participate.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- Very good proven procedures are in place to ensure smooth transitions between key stages and schools for disabled pupils and those with medical needs.
- Parents use disabled parking in school carpark.
- The learning environment reflects the range of disabilities within the school.

In relation to SEX, the evidence we hold tells us:

- Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after schools clubs.
- All children from Year 1 to Year 6 have regular access to qualified Sports Coaches. Most teams are mixed gender.
- Our staff and older pupils challenge stereotypes.

In relation to Gender Reassignment, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make "reasonable adjustments" if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- Our Science and Health and Relationships Education suits our pupil's needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.

- All staff can ask to work hours to suit them on returning to work after pregnancy.
- Staff choose to return to work here after maternity leave.

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive.
- We practice Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school.
- We have regular visiting Christian leaders for collective worship and welcome other faith visitors

In relation to SEXUAL ORIENTATION, (including L.G.B.T.) the evidence we hold tells us:

- Our Science, health and relationships education suits our pupil's needs.
- We have an equal opportunity policy to address this.
- All staff have attended homophobic bullying training.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after schools club.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our REACH Core Values encourage pupils and staff to respect, treat equally, achieve, co-operate and ensure that everyone is happy. Pupils are able to articulate this in age appropriate ways.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN rather than their economic disadvantage.

## **2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS**

In relation to RACE, our self-evaluation tells us:

- We live in a mainly white community which means our pupils understanding of race issues are limited, although our school population is becoming more multi - cultural.
- We involve pupils and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by PSHE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have A.D.H.D., autism or medical needs due to our open and honest discussion with pupils and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.

- Our disabled parking spot is used daily.
- Our SEN Information Report was written in consultation with parents, governors and members of the wider community.

In relation to SEX, our self-evaluation tells us:

- Data shows there is a difference in some cohorts, between rates of progress for boys and girls.

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, counsellor and other agencies.
- Most staff return to work at Collingwood following maternity leave.

In relation to AGE, our self-evaluation tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.

In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We need to increase our Religious speakers from religions other than Christianity.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues however, through our Core Values (REACH), these issues are addressed regularly with all pupils in an age appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required.

**Collingwood's Equality Objectives April 2019 – March 2021**

Equality Focus	Action	Success Criteria	Date to be completed by	Who will be responsible for implementation	Impact (by March 2021)
Race	To investigate the possible need for dual language communication for some parents eg. School website.	All parents have equal access to school communications and feel well informed.	On going	Office staff	
Disability	Any training to be disseminated to all staff.	All staff are informed of the most up to date information.	On going	Deputy Head Mrs. Minister	
	Continued deployment of additional support staff for children with disabilities to support social development at playtimes.	Children able to have happy and calm playtimes, learn new games and form sustainable friendships.	On going	SENCO Mrs. Minister	
	To teach all pupils regardless of disability, SEN or medical needs to accept that others may have a different point of view and value diversity.	Children are happy, feel listened to and valued as individuals	On going	SENCO Mrs. Minister	
	To continue to tackle any negativity and discriminatory attitudes from both adults and pupils toward pupils with specific medical conditions, disability or SEN.				

<b>Sex and Gender and sexual orientation</b>	For all new members of staff to attend homophobic bullying training.	All staff feel confident in tackling prejudice and using the correct terminology with pupils and parents.	Autumn term 2019	Deputy Head Mrs Minister	
<b>Religion and Belief</b>	To continue to foster curiosity and develop a respectful attitude towards other faiths.	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	Spring Term 2020	Curriculum lead Mrs Hammond	
<b>Economic Disadvantaged</b>	To work in partnership with our consortium schools to raise attainment and progress of children eligible for Pupil Premium in Speaking and Communication skills and developing a "growthmindset"	Elklan intervention is embedded across the school in everyday class practice. Ongoing collaborative work with consortium schools in promoting Elklan strategies and principles. Children are able to access learning across the curriculum.	Reviewed at each data input.	Headteacher Mrs Buckland-Garnett Assessment Lead Mrs Minister Pupil Premium Governor All Class teachers	
	To work in partnership with our consortium schools to raise attainment and progress of children eligible for Pupil Premium in "Sustained Reading".	Two teachers to attend training for one day during April, May and June 2019. All pupils to improve their reading skills.	Reviewed at each data input.	Headteacher Mrs Buckland-Garnett Assessment Lead Mrs Minister Pupil Premium Governor All Class teachers	

	<p>To ensure all parents are fully aware of the benefits of the Pupil Premium funding for their children and complete relevant paperwork.</p>	<p>Headteacher to write to parents so they are fully informed. Children benefit from Pupil Premium funding and make good progress from their baseline assessment, and meet at least age related expectations</p>	<p>Reviewed at each data input</p>	<p>Headteacher Mrs Buckland-Garnett Assessment Lead Mrs Minister Pupil Premium Governor All Class teachers</p>	
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Our definition of Disability is a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry our normal day to day activities.

**Collingwood's Accessibility Plan April 2019 – March 2021**

Target	Strategies	Success Criteria	Date to be completed by	Who will be responsible for implementation	Impact (by March 2021)
Access to the curriculum	Identify new pupils with needs.	New pupils identified.	Ongoing for mid year admissions.	Head and SENCO	
	Regular review of needs for current pupils, including classroom layout and resources including IT.	Needs identified and met.	Transition meetings Summer 2019 and 2020	Phase Leaders Parents	
	Ensure close working relationships with parents.	Close working relationships.	Home visits/pre-school visits/Induction etc. (May-July)	All staff SENCO	
	Ensure close working relationships with relevant outside agencies.	Close working relationships.		All agencies and staff	
	To be fully inclusive eg trips, residential visits, extra-curricular activities etc	All pupils are able to participate in all events and opportunities.	Ongoing	Phase Leaders And teachers	
	Ensure that One Planning specifies clear "reasonable adjustments"	One Planning is clear.	Ongoing	SENCO	
	Ensure that medical care plans are clear and precise.	Medical Care plans are clear.	Ongoing	Headteacher	



	Ensure a comprehensive training package/sharing of information is in place for key staff on meeting specific needs.	All staff are well informed.	Ongoing	Senior Leaders All staff	
Access to the physical Environment	<p>Ensure that all entrances are accessible to all pupils.</p> <p>Ensure external ramp access is in good working order. (x3)</p> <p>Regular review of needs for current pupils, including personal evacuation and classroom layout.</p> <p>Maintenance of new fire alarm (installed Aug 2018), emergency lighting etc</p>	<p>All entrances are accessible for all pupils.</p> <p>All ramps are in good working order.</p> <p>All pupils are able to evacuate safely. All pupils' personal needs are met.</p> <p>Well maintained.</p>	<p>Health and Safety termly inspection</p> <p>Health and Safety termly inspection</p> <p>Jan20 GOSH training for key staff.</p>	<p>H and S Governor</p> <p>Premises Manager</p>	
Access to Information	<p>To review use of written materials to pupils to meet their needs eg dyslexia friendly, visual timetables, key vocab in first language etc.</p> <p>To investigate the possible need for alternative forms of communication for parents/carers with disabilities/additional language in order to support pupils learning.</p>	<p>All pupils can access written materials which meet their needs.</p> <p>All parents/carers can access written materials which support pupils learning.</p>	<p>April 19 and ongoing dyslexia friendly/Visual timetables. Dec 19 Key vocab in first language.</p> <p>Oct 19 parent survey Website reviewed Jan 20</p>	<p>SENCO, teachers, LSAs</p> <p>Senior Leaders Governors.</p>	