


Equality and Diversity Service Level Agreement – Information Document

Part 1 - Equality Policy Information

To enable us to develop/update your school's Equality Policy, please provide the information below.

| General School Information | |
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| School Logo <i>(please copy into box provided or attach file to email)</i> |  |
| Lead Contact on this SLA <i>(usually the Head Teacher, Assistant Head or School Business Manager)</i> | Craig Elder |
| Lead Contact Telephone Number | 01964 550303 |
| Lead Contact Email Address | celder@lpschool.org.uk |
| School Website Address | https://leconfieldprimary.org.uk/ |
| School Vision or Mission <i>(delete as appropriate)</i> Statement | <p>At Leconfield, our vision is to provide a safe, caring and inspiring environment where children are supported, challenged, and valued personally and academically so they can be the best they can be.</p> <p>We are:</p> <ul style="list-style-type: none">● Respectful – everyone is valued and has a place in our community. We provide a friendly and inclusive environment where quality relationships are important. We value and respect individuals.● Open Minded – our minds are always open to new experiences and we prepare children for the challenges and opportunities of adulthood in a changing world● Curious – we encourage and enable everyone to experience success and help our children to develop lively, enquiring, imaginative and creative minds through our broad and exciting curriculum● Kind – we are kind to others, ourselves and our surroundings. We are respectful of everyone. We take responsibility for our role in the world around us |

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| | In conclusion...We ROCK! |
| Lead Governor name (<i>usually the Chair</i>) | Elizabeth Pollard |
| Does the school employ over 150 members of staff (teaching and non-teaching)? | No |

Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED has two elements; the **'general' equality duty** and the **'specific duties'**. For more information on the PSED, please visit <https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>. Please note that this duty also extends to any contracted service such as breakfast/after school clubs that operate as part of your extended school. It is the school's responsibility to ensure that these external providers are aware of the duty and its requirements and that they operate within the school's agreed values and objectives.

The 'General' Equality Duty

The **'general' equality duty** requires schools to have 'due regard', or think about the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- 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

You are legally required to publish progress towards these aims on an annual basis. In the table below, please give examples/evidence of ways in which your school has paid due regard for the three general equality aims during the last school year. Please also outline any potential areas for improvement for future years. The Head Teacher and Governing body should review all school policies in relation to the general duty to ensure that they do not cause any unintended disadvantage to, or discriminate against, any protected characteristic group (for instance a school uniform policy in relation to appearance and permitted hair styles) and to create policy and procedures that actively seek to advance opportunity and foster good relations. These policy reviews should be included as part of your evidence where appropriate.

| General Equality Duty Aims | Examples/Evidence for 2021-22 | Examples/Evidence for 2022-23 (or latest available) | Potential areas for improvement / future actions |
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| <p align="center">Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</p> | <p>No child has been permanently excluded.</p> <p>Pastoral support plans and behaviour management plans are used as necessary for any child who may be at risk of fixed term exclusions.</p> <p>If and when incidents occur, appropriate investigation and fact finding procedures are followed and parents are usually informed depending on the outcome. Actions are taken to support all involved and advice from other agencies is sought as necessary (behaviour support team / EHaSH / CAMHs etc.</p> <p>We follow the East Riding guidance and policies for Whistle Blowing and safeguarding.</p> <p>Any Hate incidents are recorded under the Report Hate Incident procedure and the school undertakes its duty to report these figures to the LA.</p> <p>Governors receive information and data regarding any incidents of bullying, Hate, safeguarding etc. and monitor this data for trends. Policies and procedures are reviewed with this information in mind.</p> <p>The school invites a range of visitors to promote self-confidence, raise awareness of discrimination and anti-bullying messages. The school</p> | <p>No child has been permanently excluded.</p> <p>Pastoral support plans and behaviour management plans are used as necessary for any child who may be at risk of fixed term exclusions.</p> <p>If and when incidents occur, appropriate investigation and fact finding procedures are followed and parents are usually informed depending on the outcome.</p> <p>Actions are taken to support all involved and advice from other agencies is sought as necessary (behaviour support team / EHaSH / CAMHs etc.</p> <p>We follow the East Riding guidance and policies for Whistle Blowing and safeguarding.</p> <p>Any Hate incidents are recorded under the Report Hate Incident procedure and the school undertakes its duty to report these figures to the LA.</p> <p>Governors receive information and data regarding any incidents of bullying, Hate, safeguarding etc. and monitor this data for trends. Policies and procedures are reviewed with this information in mind. The school invites a range of visitors to promote self-confidence, raise</p> | |

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| | <p>promotes a positive approach encouraging discussion and openness. Safeguarding updates are delivered to all staff each term. Our school values – honesty, respect & kindness underpin our school ethos.</p> | <p>awareness of discrimination and anti-bullying messages. The school promotes a positive approach encouraging discussion and openness. Safeguarding updates are delivered to all staff each term. Our school values – honesty, respect & kindness underpin our school ethos.</p> | |
| <p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> | <p>All children participate in the National Curriculum. An exception would be requested if this was necessary. The school has strong links with the three main secondary schools our children move to and has also linked with other secondary schools in order to support transition. The school makes provision for extra transition visits and meetings for children and parents moving to new schools who may need extra support. This year, pupils had extra visits which was supported by staff from both schools and parents. Teachers from the local secondary schools visit the school. The Year 6 pupils also visited the main feeder school to take part in lessons. The Head, Y6 teacher and SENCO have meetings with the secondary schools’ head of Y7, pastoral leads and SENCO. These meetings are opportunities to pass on vital information to aid a smooth</p> | <p>All children participate in the National Curriculum. An exception would be requested if this was necessary. The school has strong links with the three main secondary schools our children move to and has also linked with other secondary schools in order to support transition. The school makes provision for extra transition visits and meetings for children and parents moving to new schools who may need extra support. This year, pupils had extra visits which was supported by staff from both schools and parents. Teachers from the local secondary schools visit the school. The Year 6 pupils also visited the main feeder school to take part in lessons. The Head, Y6 teacher and SENCO have meetings with the secondary schools’ head of Y7, pastoral leads and SENCO. These meetings are opportunities to pass on vital</p> | |

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| | transition. Transition documents are also sent. | information to aid a smooth transition. Transition documents are also sent. | |
| Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it | <p>ELSA qualified staff attend regular updates.</p> <p>Whole school rewards systems – certificates given at celebration assemblies in school and within classrooms, Ted points, stickers etc.</p> <p>Displays</p> <p>Google Meets</p> <p>Check-ins with children and parents.</p> <p>Newsletters and boards within school promoting children’s work.</p> | <p>ELSA qualified staff attend regular updates.</p> <p>Whole school rewards systems – certificates given at celebration assemblies in school and within classrooms, Ted points, stickers etc.</p> <p>Displays</p> <p>Google Meets</p> <p>Check-ins with children and parents.</p> <p>Newsletters and boards within school promoting children’s work.</p> | |

** The Act explains that having due regard for advancing equality involves a) Removing or minimising disadvantages suffered by people due to their protected characteristics, b) Taking steps to meet the needs of people from protected groups where these are different from the needs of other people, c) Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.*

The ‘Specific Duties’

The ‘specific duties’ require schools to do the following:

a) Publish information annually to show compliance with the general equality duty

Schools should publish on their website, information that demonstrates how they have met the equality duty. Along with publishing an update on progress towards the three aims (as per the table above), there is other information that you may publish to comply with the duty. Please indicate in the table below which information you currently have and where it is published or available to view (**those marked with an asterisk are those which we will support your school with as part of the Equality & Diversity SLA*):

| Document/Data | Published | Where is it published? |
|----------------------|------------------|-------------------------------|
| Equality Objectives* | Yes/No/N/A | Equality Policy |

| Document/Data | Published | Where is it published? |
|---|------------|---------------------------------|
| Annual update towards the general equality duty and equality objectives* | Yes/No/N/A | Equality Policy |
| Accessibility Plan (including annual progress update)* | Yes/No/N/A | Equality Policy |
| Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN) | Yes/No/N/A | Website |
| School performance data e.g. attainment, absence/attendance | Yes/No/N/A | Website |
| Governing body minutes | Yes/No/N/A | Available at the school office |
| Anti-bullying policy | Yes/No/N/A | Behaviour and discipline policy |
| School development plan | Yes/No/N/A | Governing body minutes |
| Equality training materials | Yes/No/N/A | |
| Parent and pupil surveys | Yes/No/N/A | Newsletters |
| Non-confidential equality data regarding staff (if employ more than 150 people) | N/A | N/A |

b) Prepare and publish one or more specific and measurable equality objectives at least once every four years (and publish an update on progress towards these objectives annually)

If you have **existing** Equality Objectives, please outline them in the table below, along with the reasons for setting these particular objectives and a summary of progress that has been made in the last school year (including where relevant and appropriate any reference to performance data). Please also include the date each objective was set/developed. If **one or more** of your existing equality objectives were **set/developed more than four years ago**, your equality objectives will now need to be reviewed to ensure they are still relevant.

In the **development of new or revision of existing objectives**, you will need to consider various statistics, evidence and information such as pupil population data, SEN, Free School Meal data, participation levels, language data, accessibility, key equality issues, research, survey findings, absence, admissions, attendance data or any other relevant evidence. The objectives should also consider the **three general aims of the equality duty** outlined earlier. The number of objectives set should generally be proportionate to the school size; one is the minimum requirement, **two or three** is recommended, and more than four may be difficult to manage and achieve. The Equality Objectives should be presented to the full Governing body for review and agreement and this should be reflected in the minutes of the meeting.

For all **Equality Objectives**, please **summarise any key actions planned** for the next school year.

| Equality Objective | Date set | Evidence/reasons for setting this | Progress towards this in the last school year 2022-23 | Potential future actions /work /projects / timescales |
|--|----------|---|--|---|
| To develop the knowledge and skills of staff and Governors around equality and diversity issues | 2021 | Continuing with this due to a changing governing body and a new chair. There has been a considerable change in staffing at the school since this was an original target. | <p>CPD is planned according to the needs of the establishment, pupils and staff. The CPD links directly to the SDP and school priorities.</p> <p>Equality & Diversity is a standing agenda item at relevant committees and meetings.</p> <p>School is taking part in a social competencies pilot with ERYC.</p> <p>Accessibility plan is reviewed by governors, children and staff.</p> <p>The Accessibility plan is discussed by Premises committee.</p> | |
| To ensure that pupils' attainment progresses in line with the school's average and compares favourably with national averages, and that gaps in attainment between different pupil cohorts are reduced | 2021 | The ever-changing demographic of our school means that it is important we keep focus on different cohorts attainment and progress so that gaps in attainment are reduced. | <p>Disadvantaged Champion attends termly training & updates by ERYC</p> <p>Role of Disadvantaged Champion Governor created embedded</p> <p>Disadvantaged Champion Governor has attended training.</p> <p>Ongoing monitoring of group outcomes by Assistant Head/SLT</p> <p>Pupil Progress meetings include scrutiny of specific group Head reports to governors.</p> <p>Assessment lead attends training & updates and analyses school outcomes and internal data for groups.</p> <p>Assessment lead attends training & updates and analyses school outcomes and internal data for groups. Identify trends/specific groups to target.</p> <p>Provision mapped to support children where appropriate.</p> | |
| To prepare the school's pupils for living in a diverse cultural world through an appropriate curriculum | 2022 | This is linked to the overhaul of our curriculum to match the school vision of we ROCK | Visitors to school/visits to places of worship. New library and resources for library ordered from the diverse book | |

| Equality Objective | Date set | Evidence/reasons for setting this | Progress towards this in the last school year 2022-23 | Potential future actions /work /projects / timescales |
|---|----------|--|--|---|
| | | providing a curriculum that meets the needs of our children. | list. Visitors to school support and extend provision. New curriculum planning matches the school values of We ROCK. | |
| <ul style="list-style-type: none"> <i>e.g. Develop the equality knowledge and skills of staff and governors through relevant training</i> | | | | |
| <ul style="list-style-type: none"> <i>e.g. To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities</i> | | | | |
| <ul style="list-style-type: none"> <i>e.g. Communications with pupils and parents are offered in clear and easily understood formats</i> | | | | |

As part of this Service Level Agreement, we will contact you on an annual basis to request an update on progress against the three general aims of the equality duty and your equality objectives, and will update any school information where required. This update will be included as Appendices to your Equality Policy; a copy of your policy document with these revised Appendices will be provided to you for publishing on your school website on an annual basis.

Part 2 – Accessibility Plan Information

To enable us to develop/update your school’s Accessibility plan, please provide the information below. The plan will be included as an appendix within the Equality Policy that we produce for you.

| School Information | |
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| Lead Contact on the accessibility plan <i>(usually the same as the Equality Policy)</i> | Craig Elder Assistant Head teacher |
| Lead Contact Telephone Number | 01964 550303 |
| Lead Contact Email Address | celder@lpschool.org.uk |
| Lead Governor name | Elizabeth Pollard |

As part of developing or reviewing your Accessibility Plan, you will need to undertake an annual Accessibility Audit. This should be completed by more than one person including teachers, SENCO, parents, pupils and Governors.

| Accessibility Audit | | |
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| A. External Approach and Entrance | Yes/No/N/A or other | Please give details |
| Is the school main entrance clearly visible and well signed? <i>(i.e. can you identify the entrance from the street, are there visual clues, signs and land marks to aid orientation)</i> | Yes | Good signage on external approach. No signage on the main road to direct to the school. Lane poorly lit. |
| Is the route to the entrance, from either the street or car park, suitable? <i>(i.e. is there an incline, does this pose a problem for wheelchair users, do crossings on approach have tactile paving, are the pathways wide enough or, if narrow, is there a suitable passing place for wheelchair users, are plants and trees cut back to avoid hazards, are the routes free from hazards such as bollards and litter bins, if there are such hazards are they colour contrasted, is there any seating provided along routes for parents/guardians waiting to pick up pupils)</i> | Yes | No streetlights. Only light available provided by school security cameras. Slight incline to the school entrance through a resurfaced car park. Some pot holes external to the school on the main road. No external path in front of the school. Hedges have been removed so the grass verge is sometimes used for pupils but not suitable/wide enough for wheelchair users. Access would be via the road for pedestrians/wheel-chair users. |
| Is the surface in front of the entrance (walkways/paved areas) of good quality? <i>(i.e. are there any trip hazards, would the surface cause issues for a wheelchair or stick user, are the surfaces even and slip resistant, are there any gaps or cracks that could trip people or trap wheelchair wheels)</i> | Yes | Approach to main office is through a car park. Resurfacing was completed for the car park 2017. Steps have markings to aid visually impaired users. Entrance has a ramp for wheelchair users and ramp to aid walkers. Lighting at the |

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| | | entrance is good. Paved area may become slippery when wet. Trees removed to increase effectiveness of lighting. Lighting replaced 2023. |
| Is the main entrance accessible? <i>(i.e. are the doors manual or automatic, if manual - are the doors stiff or heavy and is the handle low enough for wheelchair users, is the door(s) wide enough for wheelchair users, is there a bell or intercom and is it low enough for wheelchair users, if there is a bell or intercom - does it have braille on the buttons and/or an LED display for the hearing impaired, are there staff on hand to help, is the signage good and clear - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance glazed so that people waiting to either side of the door can be seen by people on the other side)</i> | Yes | Low handle to the door. Not automatic and opens outwards causing potential issues for wheelchair users or those with low physical strength. Glass vision panel suitable for all visitors to the school. Lowered section. Good space and seating for visitors with armrests. |
| If there are any ramps or steps, are they suitable? <i>(i.e. are ramps wide enough to allow wheelchairs to use them and are they suitably graded, do ramps have handrails to aid walkers on both sides, are ramp surfaces slip-resistant and firmly fixed in place with no risk of movement when used, are ramp edges protected to prevent accidents, are ramp surfaces colour contrasted to aid the visually impaired, do steps have visual and tactile warnings at both top and bottom, do steps have handrails to aid walkers on both sides, are steps slip-resistant)</i> | Yes | Low steps. Colour contrasted markings to aid visually impaired visitors. Entrance is ramped with a handrail. |
| B. Car Parking | Yes/No/N/A or other | Please give details |
| Are the parking bay markings well laid out and clearly visible? | Yes | Bays marked. Painting slightly faded but still visible. |
| Is there good signage in the car park? <i>(i.e. is there a one-way system and is this clearly signed - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance/exit for the car park clearly shown, is the route to the school entrance clearly shown)</i> | Yes | Small car park. No pedestrian walkway marked. No signage for the school office. |
| Does the car park have suitable lighting? <i>(i.e. if leaving or arriving early/late, is there enough lighting, are any steps and ramps suitably illuminated during darker hours)</i> | Yes | Entrance to Breakfast/After-School club is via the pedestrian entrance and not the car park. Lighted has been added at this entrance and steps have been colour contrasted marking. Main car park fenced off from the hall entrances.. |
| Is there a drop-off/pick up point marked out? <i>(i.e. is the area well marked out and clearly signed, is there any seating for people waiting to be picked up)</i> | No | |

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| Are there any disabled parking spaces? <i>(i.e. how many are there, how accessible are they, how close to the school entrance are they, are they clearly marked and well lit, are they signposted from the entrance of the car park, do the bays have enough space for car doors to fully open - allowing disabled passengers to transfer to wheelchairs)</i> | Yes | Yes-one parking space. Clearly marked in yellow and well-lit with enough space for doors to open. |
| Is the route from the car park to the school suitable? <i>(i.e. are walking routes for slow moving people through the car park provided and clearly marked, are there dropped kerbs for wheelchair users, are there tactile surfaces to warn the visually impaired)</i> | Yes | Ramped entrance. Colour contrasted steps and low door handle. Not automatic. |
| C. Reception Areas | Yes/No/N/A or other | Please give details |
| Is the reception desk area suitable for all users? <i>(i.e. is it low or have a lower section, is there room to manoeuvre a wheelchair around to the desk, is the reception area flooring clearly marked with contrasting colours, is the area behind the reception desk suitable for disabled staff to work)</i> | Yes | Good. Lowered section. Viewing panel. |
| Is there any seating in the reception area? <i>(i.e. do any of the chairs have armrests for people who have difficulty standing)</i> | Yes | Good space. Seating for visitors-some with arm rest |
| Does the reception area have a fixed or portable hearing loop system? <i>(i.e. is there any signage indicating the availability of this system, are staff aware of the facility and its use) Please note that a portable hearing loop is a recommended minimum requirement.</i> | No | |
| Are assistance dogs welcomed in the reception area? | Yes | Signage displayed. |
| Is there good signage in the reception area and is it suitable? <i>(i.e. for the visually impaired - colour contrast between lettering and background)</i> | Yes | Some signage needs lowering. |
| D. Internal Circulation – floors, doors and corridors | Yes/No/N/A or other | Please give details |
| Is all signage in the main school areas (i.e. corridors, classrooms and halls) suitable? <i>(i.e. is direction signage clear and suitable - for the visually impaired the maximum contrast between lettering and background is recommended, such as white on black/black on white/dark colour on pale colour, are classroom signs and displays clear and suitable for the visually impaired and understandable by all pupils and staff, are the locations of standard and disabled toilet facilities clear signed and appropriately for the visually impaired)</i> | Yes | Single floor structure. Good quality flooring and doors. Space to travel. Main entrance is ramped. Exit to play areas are level with push-bar exit doors. Corridors carpeted as are classrooms. Wide corridors. Hall floor is wooden. Main doors in corridors usually open to ensure easy access for all. |
| Is the access to all areas of the school building suitable? <i>(i.e. is there room for all users to move freely in all corridors and halls, are all corridors wide enough for wheelchair users to manoeuvre whilst still permitting other users to move past freely, is the overall layout of the school reasonably clear and logical)</i> | Yes | Free movement possible. Room to accommodate specific needs. |

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| Are the floor surfaces inside the school suitable? <i>(i.e. are there any trip hazards or other obstacles, is the flooring slip-resistant, are junctions between surfaces clearly detailed, are the colours, tones and textures varied between surfaces and fixtures and fittings to help people distinguish them, are the floors suitably colour-contrasted from the walls or skirting boards)</i> | Yes | Floors in toilets non-slip. Carpeted floors throughout the corridors. Carpet changes colour near exits in main corridors to aid grip. |
| Are the doors in to classrooms and halls suitable? <i>(i.e. are doors distinguishable from walls and other surroundings, if there are any fully glass doors - are they clearly marked to avoid accidents, are all doors wide enough for wheelchairs, where doors are manual - are they stiff or heavy and are the handles low enough for wheelchair users, do all doors - where appropriate - have vision panes and are they low enough for wheelchair users and kept notice free)</i> | Yes | Doors colour-contrasted to the wall to aid visually impaired. Viewing panels on classroom doors. Low twist handles. Usually these are left open to ensure that doors can be pushed open. |
| Is access to all floors suitable? <i>(i.e. are there any stairs in the school - is there alternate access, such as lifts, ramps, etc, do lifts have braille/LED display on the signs and buttons and verbal indicators of floors, do lifts have support rails and are they wide/large enough to allow wheelchair user access, Is there a delayed-action or override to allow slow entry/exit, Is there an audible announcement of floor level that is loud enough for the hearing impaired, are edges of any stairs painted yellow to aid the visually impaired, do stairs and ramps have tactile warnings at both the top and bottom, do any stairs and ramps have handrails on both sides to aid walkers, are they suitably graded and slip-resistant)</i> | Yes | Single floor structure. |
| Are exits to outside play/sports areas suitable? <i>(i.e. are there any steps that would prohibit wheelchairs, if there are steps - are the edges painted yellow to aid the visually impaired, are there any ramps, are the doors wide enough for wheelchairs, if there are ramps or steps - are there handrails on both sides to aid walkers and are there tactile/visual warnings at both the top and bottom)</i> | Yes | Some exits to outside areas from the classrooms with steps may cause wheelchair users problems. There are alternative exits available. All steps painted. |
| E. Internal Rooms | Yes/No/N/A or other | Please give details |
| Is there plenty of room to move around in the classrooms? <i>(i.e. could the classroom accommodate wheelchair or stick users, can tables and chairs be easily rearranged if needed to accommodate wheelchair users)</i> | Yes | Classrooms all have suitable space to accommodate specific needs. |
| Do the classrooms and halls have hearing loops installed? | Yes | Hearing loop technology fitted in some classroom. Not used for a long time and in need of maintenance before use. |
| Are the rooms suitably lit? <i>(i.e. is the lighting designed to meet the needs of a wide range of users and for the intended use - including the visually impaired, are lights positions so that they do not cause glare, reflection, confusing shadows or pools of light and dark, do the rooms have controllable lights and/or blinds for windows,</i> | Yes | Adequate lighting. New lighting fitted in KS2 corridor hall and annexe building. New lighting in all classrooms. |

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| Are the noise levels in the classroom suitable? <i>(i.e. are quiet and noisy rooms separated to create a buffer zone, are the rooms free of unnecessary obtrusive noise such as heating/air conditioning units)</i> | Yes | All classrooms are walled to create a buffer for noise. |
| Are chairs with arm rests and/or adjustable chairs available if needed? <i>(i.e. in the staff room, in classrooms)</i> | Yes | Adjustable chairs and those with arm rests are available if required in all rooms. |
| Are the dining facilities suitable? <i>(i.e. do dining room counters have lower level access for wheelchair users, is there good room for wheelchair user to use and manoeuvre in the hall, do the dining room counters have hearing loop facilities, do the counters have a handrail for people with dexterity impairments, if you have vending machines - are they accessible to seated people, do they have Braille and LED displays or audible responses)</i> | Yes | Dining area is in good condition. Meets school's current needs. Adaptations may need to accommodate pupils with specific needs should the need arise. |
| Are the schools non-classroom facilities suitable (e.g. library, sports, IT suites, main hall, etc)? <i>(i.e. does the library counter have a lower level, is there disabled changing facilities in the sports area and is it suitable for all users, is there access to any staging in the main hall for disabled people, is there seating or spaces in the audience areas for disabled access, does the hall have facilities for hearing or visually impaired people, do these facilities include hearing loops, is the signage in these facilities clear and suitable for the visually impaired, do the IT facilities cater for people with specific needs)</i> | Yes | Open plan library with lots of space. Large hall. |
| F. Toilet facilities | Yes/No/N/A or other | Please give details |
| Does the school have specific disabled toilets? <i>(i.e. are they accessible for wheelchair or stick users, how many are there, where are they located - proximity to classrooms and sports/play areas, are the signs for the disabled toilets suitable - for the visually impaired – colour contrast between lettering and background, do they have braille signs as well)</i> | Yes | Two disabled toilets. One in the infant area designed for children and one in the main corridor for adults/older children. Both are good facilities. Small flush handle and small external handle in the adult toilet. |
| Are the disabled toilets suitable? <i>(i.e. colour contrasting handrails on walls, space to transfer from wheelchair to toilet, emergency pull cord, low level access to washing facilities, are the floors slip-resistant, are all the fittings distinguishable from the background, are hand dryers and sanitary ware easily seen against their surroundings, are compartment doors easy to open both for standing and seated people, are cubicle doors colour-contrasted against the panels, are lever style taps provided to aid people with dexterity impairments, are the facilities for disabled people as close by as the non-disabled facilities, are there suitably designed grab rails throughout, is there a back rest provided to the toilet pan, is the flush handle suitable for people with dexterity impairments)</i> | Yes | Non-slip flooring. Shower facility. Lever style taps. (See above) |
| G. Other facilities and information | Yes/No/N/A or other | Please give details |

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| Does the school have IT and other equipment designed for disabled users? (i.e. large keyboard, ergonomical mouse, screen magnifiers, adjustable chairs, adjustable tables, wheelchair accessible tables, touch screen computers, text-to-speech software, interactive whiteboards, braille readers/writers, etc - or a process, and commitment, for purchasing such equipment as the need arises) | Yes | IT provision meets the school's current need. Additional provision would be made if the need arose. Touch screen I-pads available. Interactive whiteboards. |
| Does the school have educational equipment and facilities, including sport and play, for disabled users? (i.e. touch screen computers, text-to-speech software, interactive whiteboards, inclusive P.E lessons, modified P.E equipment, etc - or a process, and commitment, for purchasing such equipment as the need arises) | Yes | PE lessons are provided to meet the needs of the pupils. Adaptations would be made if the need arose. |
| Does the school have access to translation and interpretation support as needed? (i.e. British Sign Language, all non-English languages, Easyread (using symbols), large print, braille, audio transcripts etc) | Yes | Through the ERYC contract. |
| Is the School Website accessible for people with sensory impairments or neurological diversity? (e.g. are there captions for video content; can the font size be increased without causing distortion; does it use text colours that are clear and doesn't use colour as the only way to explain something; can you navigate the site using a keyboard or assistive technology; does it use plain English and avoid acronyms and abbreviations?) | Yes | Zoom in. Drop down menus on tabs. Little video content. Mainly use of plain English. |
| H. Emergency Evacuation | Yes/No/N/A or other | Please give details |
| Are the school's fire alarms suitable? (i.e. clearly visible - including for the visually impaired, procedures for hearing impaired) | Yes | Good. Visible. Not with flashing light. |
| Do school staff always know who is in the building and where, including visitors? | Yes | Signing in i-pad for all visitors and employees which has an electronic log of when signed in/out. |
| Are all emergency exits suitable? (i.e. wide enough for wheelchair users, no steps, once outside are the routes to safety suitable for all users such as wheelchair users, visually impaired, etc, if the school has more than one floor - is there a lift that is fire-protected with an independent power source) | Yes | Step to and from the hall/Head's office may provide difficulty for wheelchair users. Other exits level and appropriate. |
| Are emergency procedures suitable, and explained appropriately, to all in the school? (i.e. alternate procedures for some, explained to those with language or learning issues, practices and drills) | Yes | Fire drills. Induction. |
| Please enter the names of all the people who have carried out this audit including their position/role/job title. | Craig Elder Assistant Headteacher. Headers (KS2 Pupils elected as representatives of the school.) | |
| Date completed | September 23 | |

Date review is due (12 months after audit)

September 24

Based on the findings of the completed Accessibility Audit, an Accessibility Plan must be drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan must be developed to cover a three year period and will contain relevant actions to achieve the following three aims and in order to support the Equality Duty:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Please look at the findings from your audit report to identify any issues or areas that need improving. For each of these areas, please outline in the table below any actions that your school needs to work towards or complete, along with responsible officer, timescales and resource implications. If you also have existing actions from previous Accessibility Audits, please include these in the table too and provide an update on progress against these actions.

Please remember that the duty is an 'anticipatory duty' and therefore consideration should be given to *reasonable adjustments* that are identified even if they are not required for your existing community. The duty includes applicants and any visitors to the school who may require immediate adjustments to be made such as wheelchair access or a portable hearing loop. Further guidance is provided in Appendix 1 of this document.

| Accessibility Plan | | | | | |
|--|--|--------------------------|--------------------|--|--|
| Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum | | | | | |
| Outcome | Action | Timescale | Responsible person | Resource implication costs/source of funding | Progress/evaluation |
| Lessons, activities and visits are planned and delivered in a way that promote the participation and involvement of all pupils and staff | Staff training on planning and delivering lessons as appropriate. Risk assessments as required Additional support as required | Ongoing/ September 23 | KT/CE/SI | School Fund | New reading resources bought and in use promoting diversity across the school. |
| | Staff training on how to organise the classroom and promote participation of all. Appropriate training provided as pupils and staff with different needs join the school. | October 2023 | | As required | Training provided to meet needs |

| Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided (please include any building works that have been identified through the accessibility audit and indicate whether these have been raised with the ERYC Schools Asset Officer) | | | | | |
|--|---|------------------------|---------------------------|---|--|
| Outcome | Action | Timescale | Responsible person | Resource implication costs/source of funding | Progress/evaluation |
| The accessibility of the school environment is understood, issues are addressed and this is regularly reviewed | Undertake a school accessibility audit annually. Identify possible improvements needed Implement improvements if necessary Ensure that accessibility and the potential needs of pupils, staff and visitors from protected groups are considered when making changes to the school, its functionality and its policies/procedures | September 23 | KT/SI/CE | Funded by ERYC | Toilets refurbished in the annexe building to include unisex facilities. Unisex toilets within the infant section of the school. |
| The school supplies suitable auxiliary aids, resources, IT equipment and services as required and appropriate to support accessibility | Training on needs disabled users may have provided when needed Review procedures when needed | Ongoing | KT/SI/CE | As necessary | n/a |
| Issues identified from most recent accessibility audit have been considered and, where reasonable and necessary, acted upon | Review the hearing loop systems throughout the school and repair/replace/train staff as necessary if required. | Ongoing | KT/SI/CE | As required | Not currently required/not in use at school. |
| | Replace the flush handle on the disabled toilet. | Ongoing | | As required | Not currently required at school |
| | Investigate the feasibility of a flashing light system linked to the fire alarm. | Ongoing | | As required | |
| The layout of the school allows access to all areas as appropriate | Review the quality of flooring and doors throughout the school including step markings Investigate lighting to the car park. | Ongoing Ongoing | KT/SI/CE | As required | Ongoing maintenance of the floor. Step markings installed-Autumn 18 Trees cut back to expose lighting. New LED lighting installed |

| | | | | | throughout the school Summer 23 including external lighting. Trees cut back to improve visibility within public areas and to prevent the flagstones becoming uneven. |
|---|--|--------------------------|---------------------------|---|--|
| Aim 3 - Improve the availability of accessible information to disabled pupils | | | | | |
| Outcome | Action | Timescale | Responsible person | Resource implication costs/source of funding | Progress/evaluation |
| All pupils, staff and parents can access all information and documentation relevant to them that the school produces | All written materials are available in different formats and languages when requested or needed. School website is accessible to all viewers and has appropriate accessibility tools Adapted resources to aid accessibility to disabled pupils are available as needed. | As needed and ongoing | KT/CE/SI | As required | As required to meet |

Appendix 1: Reasonable Adjustments Guidance

Schools and education authorities, like many organisations, have a duty to provide reasonable adjustments under the Equality Act 2010. For schools, this covers disabled pupils, staff and visitors. Here we answer some common questions in relation to reasonable adjustments and pupils:

Q. What is the reasonable adjustments duty?

Answer - The duty is 'to take such reasonable steps to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

This requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Q. What is meant by 'substantial disadvantage'?

Answer - 'Substantial' is defined as being anything more than minor or trivial. Whether a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

Example — A disabled pupil with severe manual dexterity difficulties finds it difficult to write large amounts of text by hand and so this takes him considerably longer than other pupils. In a lesson in which large amounts of text are being copied from the board, he would be at a substantial disadvantage. However, in a lesson in which there is no handwriting required, he would not be at a substantial disadvantage in relation to his difficulties with handwriting.

Q. What does the duty cover?

Answer - The duty, in relation to provisions, criteria and practices, covers the way in which a school operates on a daily basis, including its decisions and actions. In relation to the provision of auxiliary aids and services, this means anything that constitutes additional support or assistance for a disabled pupil, such as a piece of equipment or support from a member of staff.

The duty is an anticipatory and continuing one. It applies to current disabled pupils at school and to prospective disabled pupils who may apply for admission (refusing admission to a student because of a disability would be classed as direct discrimination). Schools should consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point.

However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments. The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN statement provisions.

Q. What is meant by 'reasonable' steps?

Answer - The duty to make reasonable adjustments requires schools to take what are referred to in the Act as 'reasonable steps', to ensure the school provide the best possible education for disabled pupils. The Act does not say what is 'reasonable' and therefore, what is considered reasonable in one set of circumstances may not be in another.

Some of the factors that are likely to be taken into account are set out below. These factors are not exhaustive and are based on those that tribunals and courts have already taken into account when considering reasonable adjustments:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

Whether the cost of a proposed adjustment is reasonable may require consideration in the context of a school's resources and available funds. It makes sense that what is reasonable for one school to provide may not be for another. Schools may wish to set a budget for any adjustments each year. The school is not expected to fund all adjustments whatever the cost (i.e. the school has to be mindful that it has responsibility for all pupils). The school should consider each case for adjustments individually, analysing cost in context. Schools should be mindful that cost alone will rarely be sufficient to justify a decision not to make an adjustment, but other factors (such as those outlined above) may be relevant.

It is unlawful to charge for 'reasonable adjustments' and schools will not be able to pass on the cost of such an adjustment to parents of disabled pupils. Schools will not be expected to make or pay for adjustments which are not reasonable.

Q. What about reasonable adjustments for SEN children?

Answer - There is a significant overlap between those pupils who are disabled and those who have SEN. Many disabled pupils may receive support in school through the SEN framework. In some cases, the substantial disadvantage that they experience may be overcome by support received under this framework and so there will be no obligation under the Act for the school or local authority to make reasonable adjustments.

In other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that he or she is receiving. Some disabled pupils are not classified as having SEN, but if they are disabled and are suffering a substantial disadvantage, they may still need reasonable adjustments to be made.

Q. What happens if a school doesn't make a reasonable adjustment?

Answer – If, having considered the issue thoroughly, there are genuinely no steps that would be reasonable for a school to take to make its education, benefits, facilities or services more accessible, the school is unlikely to be in breach of the law if it makes no changes. It is unlikely, though, that there will be nothing that a school will be able to do for a pupil in such a situation.

Where a school or local authority decides that there are no reasonable steps that it can take, it is important that it sets out its reasons for this decision so that, if it is challenged by the child's parents, it can explain to them and, if necessary, a tribunal, as to why it has acted in the way that it has. In relation to matters which may prove contentious, the school should keep an audit trail, and record all decisions of the governing body, and those with delegated responsibility, relating to decisions about reasonable adjustments.

Q. What about accessibility planning?

Answer - The physical features element of the reasonable adjustments duty does not apply to schools in relation to disabled pupils; instead, they have a duty to plan better access for disabled pupils generally, including in relation to the physical environment of the school.

Schools are required to have an Accessibility Plan to comply with the Equality Act 2010. These plans must set out how access to lessons, school activities and information will be improved for disabled pupils, focusing on the following aims:

- Increasing the extent to which disabled pupils can participate in the curriculum (*e.g. changes to teaching and learning arrangements*)
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided (*e.g. lighting and paint schemes to help visually impaired children*)
- Improving the availability of accessible information to disabled pupils (*e.g. providing information in Braille*)

Although schools do not have to make changes to the physical features of its site or building (this forms part of their overall planning duties), alterations to physical features may form part of their Accessibility Plan.

DfE guidance states that this plan must be reviewed and reported on annually and reviewed every three years. It must also be approved by the governing body and made available on a school's website either as a freestanding document or as part of another document such as an Equality Policy.

Further information

For further information on reasonable adjustments please see the 'Reasonable Adjustments for Disabled Pupils', Guidance for Schools in England document, which is available to view on the following link: https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf. Guidance is also available from:

<https://www.nidirect.gov.uk/articles/school-accessibility>

<https://www.gov.uk/rights-disabled-person/education-rights>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>