

Burwell Village College Primary School **Equality & Community Cohesion Policy**

Including Disability Equality And Accessibility Scheme / School Access Plan (Appendix A)

Introduction

This equality policy sets out Burwell Village College Primary School's approach to promoting community cohesion, equality and diversity.

It covers gender, disability and race / ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This equality Policy statement sets out:

- Aims and values
- A definition of community cohesion.
- The School's context
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination.
- Specific reference to community cohesion, race equality, disability equality, gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact.

Equality – aims and values

At Burwell Village College Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Equality and Community Cohesion Policy is based on the following core values as expressed in our aims and mission statement:

Vision:

- To be a place where learning happens everywhere for everyone.
- To encourage a love of learning and well being, thereby making every day a rewarding and happy experience.
- To be a place where everyone matters.

Aims:

- Develop lively, enquiring minds with the ability to question and reason
- Ensure the Every Child Matters outcomes are realised for all our children
- Develop positive attitudes, and encourage full participation in school life
- Aid the acquisition of knowledge, skills and practical abilities
- Develop creative thinking and co-operation
- Develop independence and necessary life skills
- Allow all to learn in a happy, caring, stimulating and secure environment
- Develop habits of self-discipline, acceptable behaviour, courtesy and good manners
- Develop respect for other people and the environment; for religious and moral values; and tolerance towards ways of life which differ from their own
- Encourage all to reach beyond the bounds of their own experiences and to appreciate human achievement and endeavour
- Provide a sense of place within our own community and the wider world

Successful learning will occur for all children when we:

- Provide a stimulating, caring atmosphere in which each child is a valued part of the school.
- Offer a broad and balanced curriculum, with equal opportunities for all children.
- Encourage each child to strive for excellence in all areas of the curriculum, towards high academic standards.
- Help children to show high standards of behaviour, to be self disciplined, and to have clear understanding of moral, cultural and religious values.
- Help children to value and respect themselves, and to respect the feelings and views of others.
- Work in partnership with parents, for the education and future of their children.

A definition of community cohesion**A cohesive community is one where:**

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other.'
- There is a commitment to equality and social justice.
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- People have similar life opportunities, irrespective of background.
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
- Strong and positive relationships are being developed between people from different backgrounds in school.

In order to achieve a cohesive community we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle all forms of prejudice and discrimination.
- Increase life opportunities for all.
- Promote equality of opportunity and access.
- Ensure teaching and the curriculum explores and addresses issues of diversity
- Ensure pupils with a disability have access to the school buildings and to the curriculum.

This school contributes to community cohesion in the following ways:

- Through teaching, learning and curriculum – teaching pupils to understand others, promoting common values and diversity; and the awareness of human rights and the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence – ensuring equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and extended services – providing a means for children, young people and their families to interact with people from different backgrounds and building positive relations, including links with different schools and communities locally, across the country and internationally.

The school context – What sort of school are we?

Burwell Village College Primary is a successful, larger than average primary school situated in the centre of the village of Burwell, to the north east of Cambridge. There is a wide ranging socio-economic diversity within the village with deprivation indices being amongst both the highest and lowest within the locality and the county. This is a rural area providing few opportunities for low-skilled workers. High skilled workers tend to commute to Newmarket, Cambridge and the wider surrounding area. The school is proud of its Village College heritage and is the hub of a thriving village spirit, with many community activities taking place in the school, both during the day and in the evening.

Current school data on pupil numbers, gender, ethnicity, Special Educational Needs, Free School Meals, attendance etc. can be obtained from the latest School Census and Raise reports.

Burwell has a Social Deprivation factor of 0.10 which is below the national average. However Burwell has one identifiable pocket of deprivation at sub-ward level which has high levels of Multiple deprivation; Education, skills & training Deprivation and Income deprivation affecting children. This area accounts for 35 pupils.

Pupil Premium funding accounts for around 50 pupils.

Our approach to promoting and managing diversity

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through this policy we seek to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

a) Staffing - employment and training

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Cambridgeshire County Council guidelines. Guidance comes from both the Local Authority and the school's personnel provider - Educational Personnel Management (EPM)

The guidance ensures people from under represented groups are given an equal opportunity to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in to the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. All staff will undergo performance management and a review of their job descriptions.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

b) Curriculum

This school provides an appropriate curriculum for pupils from all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language (EAL)
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care (LAC)
- pupils who qualify for Pupil Premium – an indication of deprivation.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

c) Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupil's experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic, the disabled; displays to be positioned at eye level and reflecting diversity, etc.

d) Assessment, Pupil Achievement and Progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor pupil performance and staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

We will analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Pupils are consulted on issues relating to life at school, for example their progress, appropriate to their developmental level.

e) School Ethos

This school opposes all forms of racism, prejudice and discrimination.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities.

Clear procedures are in place so that any forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LEA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

f) Behaviour, Discipline and Exclusion

The school has a Positive Behaviour policy and follows the latest exclusion guidance from the local authority.

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

Should the need arise, LEA strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils are available for use by the school.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

We monitor exclusions by gender, ethnicity, special educational need and background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school takes all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print

g) Personal Development and Pastoral Care

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children.

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including race equality.

Victims of harassment and bullying, are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

h) Admissions

The admissions authority for this school lies with the Local Authority and as such the school follows the latest guidance which ensures the school's admission process is fair and equitable to all pupils.

This admission process will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with identified special educational needs. Pupils with statements of special educational needs will be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included on admissions forms.

i) Attendance

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance from all pupils.

j) Partnership with Parents and the Community

We monitor parental involvement and have strategies to raise participation of minority groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties are able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation of under represented groups in areas of employment . e.g: through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

k) Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays reflect the diversity of languages spoken by our pupils & their families.

Race Equality

The **Race Equality and the Race Relations Amendment Act 2000** places a general duty on schools to:

- Promote equality of opportunity
- Promote good race relations
- Eliminate unlawful racial discrimination

In order to meet those general duties, Burwell Village College Primary School has a number of specific duties which are to:

- Monitor and assess the impact of this policy particularly upon the impact on pupil attainment levels.

The school's commitment to race equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote good relations between different racial and cultural groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and taking steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

We will consider the implications for race equality and cultural diversity in planning and developing new policies.

Ethnic background data is kept up to date and is used to monitor pupils' attainment and progress and to set targets.

We monitor staff applications for posts, retention, professional development and promotion.

Within our regular review cycle, we assess, monitor and evaluate policies and strategies that are relevant to race equality, to see how effective they are in eliminating discrimination, promoting equality and good relations between different racial and cultural groups.

Ethnic monitoring of pupil attainment, racist incidents, exclusions and other areas of school life identified in the School Improvement Plan will be shared with parents/carers, governors and staff on a regular basis. However, we will ensure that no published information will identify individuals.

Part 2 of the Equality Act 2006 also introduces provisions outlawing discrimination on the grounds of religion or belief in schools.

The school does not discriminate against any person on the grounds of religion or belief with reference to admissions, exclusions, access or participation.

The school does not admit or refuse to admit pupils on the basis of their religion or belief and treat pupils equally irrespective of their own or their parents' religion or belief or lack of it. No person is refused access to benefits, facilities or services as a result of religion or belief. No pupil can be excluded from school or subjected to any detriment on the basis of their or their parents' religion, belief or lack of it.

Disability Equality

Part 1 of the Disability Discrimination Act (DDA) 1995 defines a disabled person as someone who has, *'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'*

- Physical impairment includes sensory impairments
- 'Mental impairments' includes learning difficulties and an impairment resulting from, or consisting of, a mental illness.
- 'Substantial' means more than minor or trivial
- 'Long term' is a period longer than (or likely to be longer than) 12 months.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The definition is broad and may include hidden impairments such as dyslexia, autism, speech and language impairments, and attention deficit hyperactivity disorder (ADHD).

People with cancer, multiple sclerosis, HIV infection, or a severe disfigurement are automatically covered by the definition.

There is significant overlap in school between those who count as disabled and those with Special Educational Needs (SEN). Not all disabled children have SEN (e.g. asthma, heart problems, cancer etc.) and not all SEN children have a disability (e.g. some children with emotional or behavioural difficulties). A disabled child has SEN if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available in their local school.

Burwell Village College Primary School monitors its policies and practice to ensure no pupils with disabilities are disadvantaged. Pupil progress, attainment, attendance and exclusions are monitored to identify any differentiated outcomes.

Burwell Village College Primary School has due regard to the general duty of:

- Promoting equality of opportunity between disabled persons and other persons
- Eliminating harassment of disabled persons that is related to their disability
- Eliminating discrimination that is unlawful under the Act
- Promoting positive attitudes towards disabled persons
- Encouraging participation by disabled persons in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

In order to meet the general duty Burwell Village College Primary School has:

- The Governing committees (finance & premises; curriculum; personnel & external relationships) monitor and address Disability discrimination in terms of access to buildings, curriculum and employment of staff.
- Publish a Disability Equality and Accessibility policy / scheme (Appendix A)
- Involve disabled people (pupils, staff, parents) in any of the identified actions.

Accessibility and inclusion

The success of our school will ultimately be judged by the extent to which it serves our community, and people with special educational needs and/or disabilities are an integral part of our community. The school is always looking to improve access to the building and the curriculum as well as how we make information normally provided by the school accessible to all.

Our school believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We will improve the accessibility of the physical environment within the resources available.
- Training staff on further differentiating the curriculum and disability awareness.
- We identify and monitor the performance of different groups of pupils:boys/girls; minority ethnic groups; SEN; disabled pupils; Travellers; Children in Care; EAL; chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice and its Toolkit; the needs of EAL pupils; the needs of minority ethnic pupils, including Travellers
- We have procedures for involving all parents/carers in their children's learning.
- We have a procedure for involving all pupils in their children's learning.
- Educational inclusion is an integral part of the school development programme, continuous professional development and governors meetings.
- We deploy resources to pupils with SEN in line with the expectations of the SEN Code of Practice

Gender Equality

The Equality Act 2006 requires all public authorities, including schools, to have due regard to the general duty of:

- Eliminating unlawful sex discrimination and harassment
- Promoting equality of opportunity between males and females

In order to meet the general duty Burwell Village College Primary School will:

- Review attainment and progress of pupils by gender.
- To review the curriculum and teaching to ensure teaching that is appropriate, challenging and engaging of both genders.

Roles and Responsibilities

Leadership and Management

The Governing Body and school management aim to create a clear ethos which:

- reflects our commitment to equality for all members of the school community
- promotes positive approaches to valuing and respecting diversity.

The reviewing and drafting of all policies includes current local and national guidance on equality and inclusion and all staff contribute to the development and review of policy documents. Governors are involved and take steps to encourage the contributions of parents and pupils.

We will monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils, Schools Access Initiative, etc.) are appropriately targeted and monitored.

The policy will be available for staff, governors, pupils, parents and the school community.

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- making sure the school follows guidance from the L.A. in relation to the amended Race Relations Act 1976 and the Disability Discrimination Act
- making sure this policy and its procedures are followed

The headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- Dealing with racist incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender or disability
- Keeping up to date with the law on discrimination and taking training and learning opportunities

Visitors and contractors are responsible for:

- Knowing and following our Equality Policy where appropriate
- Responsibility for overseeing equality practices in the school lies with a named member of staff and governor. Responsibilities include:
 - Coordinating work on equality issues
 - Dealing with reports of harassment

Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular members of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision making.

A named member of staff and a named governor responsible for equality will monitor specific outcomes.

The Head teacher will provide monitoring reports for review by the Governing Body. These will include school population; workforce recruitment, retention and progression; key initiatives; progress against targets and future plans.

Community Cohesion will be monitored against the Cambridgeshire standards which are based on the national 'Community Cohesion Education Standards for Schools' (DFES, Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCFS 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).

Agreed by Governors: Autumn 2018

Appendix A: Burwell Village College Primary School

Disability Equality And Accessibility Scheme

Introduction

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Burwell Village College Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities".(The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Burwell Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Equality and Community Cohesion Policy (incorporating previous Equal opportunities and Inclusion policies)
- Special Educational Needs Policy

This plan considers the following three areas as identified in the introduction:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are applied for and then available where appropriate to meet the pupil's Education, Health Care Plan (EHCP) (formerly Statement of SEN). This includes extra financial or other resources provided by the Local Authority.

The school SENCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Highfield or Granta Special School Outreach Team
- Local Authority Specialist Teaching Team (SEND)
- Locality workers
- Local Authority CREDS (Cambridgeshire Racial & Ethnic Diversity Service) – also includes EAL, traveller services
- Local & National Charities, support groups & advisors (i.e. in Autism, Downes, etc)

2. Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Burwell Village College Primary School. The Health & Safety team (part of the Governors Finance & Premises Committee and includes the School Business Manager and Premises Manager (Caretaker) undertake termly inspections of the school which include identifying & addressing accessibility issues.

The new building, completed September 2017 was compliant with all current DDA / building regulations and addressed many access issues including provision of lift access to the upstairs rooms.

3. Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

A hearing Induction Loop is available at the main office.

Services are available through the LA for converting written information into alternative formats.

Burwell school has access to verbal or written translations from staff who work at the school and has used families who attend the school.

The school also makes use of any Local Authority services for translation & specific lingual support; other parents (if suitable) or Google Translate.

The Governor's Personnel Committee has due regard for the recruitment, development and retention of disabled employees and the opportunities of any employees or other adults when necessary. The school follows HR advice, guidance & policies provided by Education Personnel Management (EPM)

Policy review:

This Access Improvement Plan is reviewed annually by the Governors' Finance & Premises Team and when relevant include consultation with the larger school community, the PTA, school council and questionnaires.

This plan is available on the school website.

Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled

Availability of written material available in alternative formats / languages	<ul style="list-style-type: none">• Make new parents aware of translation services available from the Local Authority.	On going	Office staff	
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- Physical impairment includes sensory impairments
- 'Mental impairments' includes learning difficulties and an impairment resulting from, or consisting of, a mental illness.
- 'Substantial' means more than minor or trivial
- 'Long term' is a period longer than (or likely to be longer than) 12 months.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The definition is broad and may include hidden impairments such as dyslexia, autism, speech and language impairments, and attention deficit hyperactivity disorder (ADHD).

People with cancer, multiple sclerosis, HIV infection, or a severe disfigurement are automatically covered by the definition.

There is significant overlap in school between those who count as disabled and those with Special Educational Needs (SEN). Not all disabled children have SEN (e.g. asthma, heart problems, cancer etc.) and not all SEN children have a disability (e.g. some children with emotional or behavioural difficulties). A disabled child has SEN if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available in their local school.

Burwell Village College monitors its policies and practice to ensure no pupils or adults with disabilities are disadvantaged. Pupil progress, attainment, attendance and exclusions are monitored to spot any differentiated outcomes. The needs and the need for equality for all adults involved in the school are also taken into account.

Burwell Village College Primary School has due regard to the general duty of:

- Promoting equality of opportunity between disabled persons and other persons
- Eliminating harassment of disabled persons that is related to their disability
- Eliminating discrimination that is unlawful under the Act
- Promoting positive attitudes towards disabled persons
- Encouraging participation by disabled persons in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Aim of the School's Policy and Accessibility Plan

The aim of our school is to ensure wherever possible that disabled people should have the same opportunities as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability.

Meeting Statutory Duties

The governing body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled pupils and potential pupils less favourably than other non disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Staff Training

The governing body will take steps to ensure that employees and those working with the school's authority:

- support the governing body in meeting its duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

The governing body will therefore ensure that all staff and those working with the authority of the school are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the school have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

Less Favourable Treatment and Reasonable Adjustments

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the less favourable treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that it has taken all reasonable steps to avoid the disabled pupil being placed at a significant disadvantage. Careful consideration will be given to how participation can be best facilitated.

A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

Meeting the School's Anticipatory Duties

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance;
- reviewing staffing arrangements to ensure the school is in a position to administer medication if required
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- Adapting the curriculum and school building appropriately to accommodate all needs and to ensure full accessibility and inclusion
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them
- ensure that staff are trained and briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents when they visit the school during the admissions process about the existence of a disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

Accessibility

The success of our school will ultimately be judged by the extent to which it serves our community, and people with special educational needs and/or disabilities are an integral part of our community. We have produced this scheme which shows how we propose to make our school buildings as accessible as possible, how we intend to improve access to a full, broad and balanced curriculum, and how we plan to make information normally provided by the school in writing, available to disabled pupils and parents / carers. The plan is available from the school office on request and is also displayed on the school website.

Our school believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We will improve the accessibility of the physical environment within the resources available for pupils and adults alike.
- CPD will include training on further differentiating the curriculum; SEND awareness & EAL awareness.
- Schemes of work, medium and short term planning include references to children who are disabled, have SEN or both.
- We identify and monitor the performance of different groups of disabled pupils; and children with chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice and its Toolkit; and the needs of EAL pupils
- We have procedures for involving all parents/carers in their children's learning
- Educational inclusion is an integral part of the school development plan, continuous professional development and governors meetings.
- We deploy resources to pupils with SEN or disability in line with the pupil's Statement, Education Health Care Plan (EHCP) in order to meet their specific need.

The action plan will include targets, reviewed annually as part of the SDP on:

- Staffing – employment and training
- Curriculum
- Teaching and learning
- Assessment, pupil achievement and progress
- School ethos
- Behaviour, discipline and exclusion personal development and pastoral care
- Admissions
- Attendance
- Partnership with parents and community
- Accessibility to the physical environment
- Linguistic diversity

Personnel Issues regarding employees

Due regard for the recruitment, development and retention of disabled employees and the opportunities of any employees or other adults when necessary.

The school will refer to and comply with the Disability Discrimination Act 1995.