

Horspath School's Access and Equality Policy and Plan

Horspath C of E Primary School values and supports all of its members as individuals. It is a happy, welcoming and safe environment which promotes learning and self-confidence. We are a church school:

- Where children from all cultures and faiths thrive, learning skills and behaviour that will guide them their whole lives.*
- That underpins teaching, learning and daily school life with the Christian values of forgiveness, respect for others, truth and a sense of accountability.*
- Where all children from every background have the very best that the school community can give them so that they are challenged and inspired to achieve their full potential.*
- A school that encourages work and play across the age range so that children and staff know and value everyone in the school community.*
- A school that is a key member of our local community.*

This vision applies to everyone in the school and enshrines the principle that we must not treat anyone less favorably. We will always take all reasonable steps to avoid putting anyone at a disadvantage.

Our Governing Body works with the school to ensure that we identify barriers to learning and participation in the school's cultures, policies and practices, and plan actions to remove or minimise them. This process includes paying attention to the National Curriculum to ensure equality of access and opportunity. We believe that it is the responsibility of every member of our community to remove barriers.

Horspath School is committed to ensuring that we eliminate discrimination, advance equality of opportunity and foster good relations under our duties of the Equality Act 2010. We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity whether they be pupil, staff, governor or parent/ other visitor.

Our school recognises it has to make special efforts to ensure that all groups within our care prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked After Children, those adopted from care and their carers

At Horspath we analyse all pupils' achievement termly, identifying vulnerable individuals/ groups and discuss these during Pupil Progress and Senior Leadership meetings. Data collected regarding protected characteristics is assessed across our core

provisions as a school; this includes admissions, attendance, attainment, exclusions and prejudice related incidents.

At Horspath we recognise that the following issues may be barriers to effective learning and successful working within a school environment:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language and Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum for need
- Recruitment, management and development of staff and governors

We recognise that we have a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

http://portal.oxfordshire.gov.uk/content/public/LandC/SandPM/Equalities/dda/Disability_Equalities_Schemes.pdf

As a school we must increase the extent to which disabled pupils are supported to participate in the curriculum; review the environment and how it can be improved to increase the extent to which those who are disabled can take advantage of education and associated services and improve the delivery of information which is provided in writing for others.

We welcome our duty under the Education and Inspections act 2006 to promote community cohesion. Recognising that these duties reflect human rights standards as expressed in the UN convention on the Rights of the Child, the UN convention on the Rights of people with Disabilities and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove inequalities and barriers
- Consult and involve widely

Our Policy Plan details how we ensure equality and accessibility for all and areas we'd like to develop.

| | Equality / Accessibility Policy | Areas to develop | Lead | Review |
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| | The school has identified the following strategies: | | | |
| 1. | <p>Establishing, maintaining and developing a school culture and ethos</p> <ul style="list-style-type: none"> • <i>Our school celebrates diversity, equality and achievement through a termly programme of Values based Education assemblies, led by the Headteacher, class teachers and our village Vicar.</i> • <i>Parents and pupils are consulted annually to support the staff in selecting focus values for the year.</i> • <i>We invite our school community to share within the children's achievements within our weekly family sharing assemblies as well as using the sharing platform of our website and within class dojo to highlight accomplishments.</i> • <i>Positive attitudes towards disabled people and people of different gender, ethnic groups and religions are very important to us at Horspath and are an important part of the children's curriculum. Examples include - Mother Teresa, Martin Luther King, Paralympians and the outstanding mind of Steven Hawking. Stereotypes are proactively challenged through texts and high expectations are promoted for all, regardless of gender, age, disability, ethnic group or religion. Our growth mindset approach allows us to focus on a plethora of inspirational individuals.</i> • <i>Our behaviour expectations are made clear through an agreed protocol, outlined in our behaviour policy and staff code of conduct. We reward through both a house system and individually to encourage both personal and group accomplishment.</i> • <i>We believe that all children should understand differences and similarities between each other, and therefore develop a better understanding of disability, tolerance and inclusivity. More information on this can be found on our British Values page of the school website.</i> • <i>Horspath school welcomes applications for school places, job vacancies and governor posts from all sections of society; advertising on open forums following our admissions policy. .</i> | <ul style="list-style-type: none"> • To further develop the schools faith visitors and / or visits exploring different cultures. • To improve the visual presence of diversity within the school environment. | HT | Annually by Governors in Children, Learning and Community (CL&C) meetings. |

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| 2. | <p>Preventing and dealing effectively with bullying and harassment</p> <ul style="list-style-type: none"> • <i>At Horspath we have a very clear policy on anti-bullying, drawn up with contributions from all groups of the school community. We seek to understand any tension that may develop into unwanted behaviour and use strategies to prevent escalation. We recognise that the groups covered in this policy can be more vulnerable and aim to be proactive rather than reactive in providing support.</i> • <i>Our Year 5 Peer Mediators are trained in conflict resolution upon the playground and help their peers to self-regulate minor disagreements and fallouts successfully. They are actively involved in our 'friendship week' which we run during the national 'anti bullying week' to identify and prevent behaviour choices which could be seen as bullying.</i> • <i>We record and analyse any reports of bullying and harassment on all grounds including race and disability. Our Governors are fully supportive and have issued a statement about zero tolerance to such occurrences.</i> | <ul style="list-style-type: none"> • To further develop the role and responsibility of the peer mediators to educate their peers. • Increased ELSA involvement / provision during unstructured lunch / play. • Develop a comprehensive and regular internet safety scheme of work | HT | Reviewed annually by SLT and reported to governors through CL&C |
| 3 | <p>Listening to pupils, staff, parents and others</p> <ul style="list-style-type: none"> • <i>Our school council members have a key part to play in providing the student voice collected from their classes. They meet every few weeks with a member of the senior leadership team, to discuss and resolve matters which have arisen.</i> • <i>Staff views, including those of Teaching Assistants and non-teaching staff, are sought through informal and formal meetings, questionnaires and appraisals.</i> • <i>We encourage and support communication and feedback between staff and parents with an open door policy, the use of questionnaires, daily diaries, the choice of telephone or email correspondence and by providing extended staff meeting opportunities and /or additional meetings at mutually agreeable times.</i> | <ul style="list-style-type: none"> • Provide an open forum opportunity for staff and parents. | HT | Reviewed annually by SLT |
| 4. | <p>Equalising opportunities</p> <ul style="list-style-type: none"> • <i>We recognise that some of the groups covered in this policy are likely to be economically disadvantaged. Individual pupil progress and provision tracking forms are kept for pupils who are eligible for Pupil Premium. Our Pupil Premium Strategy, which is on our website, sets out where we allocate additional funding to equalise opportunities and provide support where needed.</i> • <i>Extra-curricular activities are always available for all pupils and those eligible are supported financially to ensure participation.</i> • <i>The headteacher and our pupil progress leader/SENco appraise the progress and provision for all pupils and vulnerable groups regularly. Staff identify</i> | <ul style="list-style-type: none"> • <i>Make second-hand uniform available through the school.</i> | HT | Annually by Governors in Children, Learning and Community (CL&C) meetings. |

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| | <p><i>potential barriers to the success of disadvantaged children and agree strategies to overcome these with parents.</i></p> <ul style="list-style-type: none"> <i>Our school uniform policy states that clothing can be bought from any outlet providing uniform, greatly reducing cost for families. Emblem jumpers can be purchased from school although they are not compulsory.</i> <i>Curriculum enrichment opportunities and trips are subsidized by the fundraising of the PTA and voluntary contributions are requested from families. Eligible pupils have their contributions met by the school when needed, including the cost of our year 6 residential.</i> | | | |
| 5. | <p>Informing and involving parents and carers</p> <ul style="list-style-type: none"> <i>We support those who may find school intimidating, strange or inaccessible to still be involved and kept up to date. Our school website aims to offer a range of ways of communicating, with written text, images and videos. On our site we publish parents guides to supporting their children's learning at home; these illustrate examples and strategies which have been discussed during parents curriculum meetings within school. Parents are also given a copy of their child's SEN record which has strategies used to support in school, interventions and also agreed home support ideas.</i> <i>Pupil Tracker online is opened termly for parents to see how well their child is progressing alongside parent consultation meetings. Alternative mutually agreeable times are offered with extended time allocation for our vulnerable group progress and provision discussions.</i> <i>Parents and carers are offered face to face support in completing forms and understanding information if needed.</i> <i>Our open door policy encouraged throughout the school with Teachers, Teaching Assistants, the Headteacher and office staff available most mornings to discuss concerns. Parents are also welcome to request a meeting at any time to address any worries.</i> <i>We regularly correspond through email, telephone, paper, reading diaries and home/school celebration books. Parents are encouraged to let us know of any preferred methods of access are required during their initial induction to the school and within their first parent/ headteacher meetings.</i> <i>Parents are welcome to help in the school as volunteer readers, attend school trips / event days.</i> <i>We have open adverts for governors, PTA newsletters and emails, class reps, open meetings and informative posters around the school to encourage parents</i> | <ul style="list-style-type: none"> <i>Audio recording of newsletters to be considered</i> <i>Consider translation of newsletters</i> <i>Children inviting parents in to look through their work / take part in an activity/ event.</i> <i>Positive contact with teachers e.g. telephoning to mark good behaviour, good attitude to learning or perseverance.</i> | HT | Reviewed annually by SLT |

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| | <i>participation.</i> | | | |
| 6. | <p>Welcoming new pupils and helping them to settle in effectively</p> <ul style="list-style-type: none"> <i>All pupils are made to feel welcome and included regardless of when they join the school.</i> <i>Diversity is celebrated with children given opportunities to share previous life experiences and cultural reference points.</i> <i>All children starting at Horspath are offered a pre visit with parents or carers and the opportunity to ask questions, meet their teacher and other members of staff. Data, background notes and other information is collected in preparation.</i> <i>Our headteacher meets each family within the first few weeks of arrival to provide a personal welcome and discuss any additional requirements.</i> <i>To support the transition of young pupils to our school, we have a year 6 buddy system which has been successfully running for many years. New Foundation pupils receive a letter from their buddy over the summer holiday before they start school.</i> <i>Our transition days near the end of each school year allow all children to meet their new teachers, visit their classrooms and meet the new children within their class. Each class also provides a termly class newsletter to explain routines and expectations.</i> <i>Our teaching assistants meet pupils at the door and provide a supported settling routine in times of heightened anxiety.</i> <i>Agreements are made for parents and children with additional needs to access the school grounds via the main entrance, at an earlier time, to avoid the bustle of the playground and corridors which can be over whelming in some instances.</i> <i>Our school SENco liaises closely with feeder schools/ nurseries to ensure well planned adjustments are made, if necessary, for any children with disabilities - in advance of them joining the school. The year 6 teacher and the SENco also provide receiving secondary schools with all the information needed for a smooth, consistent transition. Additional visits to secondary schools are arranged for vulnerable pupils to help with reducing anxieties.</i> <i>Additional visits and activities are also provided within our school for pupils moving year groups who require transition support each year from our ELSA (Emotional Literacy Support Assistant).</i> | <ul style="list-style-type: none"> <i>EYFS teacher to hold phonics, reading, writing and early maths information meetings with parents at Horspath Nursery on the school site.</i> | HT | Annual parent survey. Governors to review survey results |
| 7. | <p>Addressing the full range of learning needs</p> <ul style="list-style-type: none"> <i>At Horspath we draw on the expertise of external partners such as speech and language specialists, Communication and Interaction services and educational</i> | <ul style="list-style-type: none"> <i>Further develop closing the gap</i> | SENCo | Annually by Governors in Children, Learning and Community (CL&C) |

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| | <p><i>psychologists etc. to ensure we receive relevant, timely advice to support participation and progress of all across the curriculum.</i></p> <ul style="list-style-type: none"> • <i>We ensure extra adult support is in place to enable participation in special events such as sports days, visiting theatre groups or story tellers etc.</i> • <i>We have a detailed database and on-track analyses of the full range of pupils and groups to ensure equality of access to appropriate support and provision. Tracking past, current and targeted assessment using Pupil Progress Tracker.</i> • <i>Our Pupil Progress Manager ensures difficulties are identified and barriers reduced/ removed through partnership with outside agencies, teachers and parents. Support is planned and evaluated through individual and whole school provision mapping records and in class support/ evaluation to ensure that identified needs and difficulties are supported appropriately on a day to day basis. Particular focus is given to vulnerable groups who are more likely to under – achieve.</i> • <i>Appropriate teaching styles and inclusive strategies advised from the Inclusion development programme are used to support the needs of all.</i> • <i>All abilities are included within classroom lessons with differentiated opportunities and support as needed. Our Growth mindset ethos believes that all are capable of achieving high standards and should have high expectations.</i> • <i>We promote and maintain higher attendance for any child whose attendance is below 90% to avoid its negative impact on their learning and social development.</i> | <p><i>marking and quality feedback giving particularly high emphasis for vulnerable groups.</i></p> <ul style="list-style-type: none"> • <i>All pupils to make at least expected progress across KS 1-2 in English and mathematics.</i> • <i>Achieve a year on year (over three years) reduction in the attainment gap in English and Maths between pupils with a SEN/D and their ARE.</i> • <i>Ensuring a clear cycle of plan – teach-evaluate is at the heart of learning with individual learning objectives a key focus.</i> | | meetings. |
| 8. | <p>Supporting learners with particular needs</p> <ul style="list-style-type: none"> • <i>Our school is committed to gaining further expertise in all areas of education.</i> • <i>Current training for particular needs includes school-based whole school INSET using the School inclusion development plan, INSET lead by outside agencies matched to individual needs, training sessions for TAs, SENCo and TA group meetings and we are members of OXIT for ongoing guidance (Oxfordshire inclusion Team)</i> • <i>Staff meetings are arranged to respond to the particular needs of those in the school.</i> • <i>The training needs of the staff including TAs are reviewed as part of the CPD process in school.</i> • <i>All staff have responsibility for teaching all children and should any specialist advice be required, this will be arranged. Mrs Russell- king is our fully credited</i> | <ul style="list-style-type: none"> • <i>Gaps identified in training needs analysis are reflected in staff development plan</i> • <i>Develop peer mentoring within homework club</i> | SENCo HT | Reviewed annually by SLT |

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| | <p><i>ELSA (Emotional Literacy Support Assistant) who has ongoing support and guidance from the Psychology service to support the needs of our vulnerable pupils that arise.</i></p> <ul style="list-style-type: none"> <i>We offer a weekly homework club for pupils who struggle to complete tasks at home and develop pastoral plans to support individuals through difficult times.</i> | | | |
| 9. | <p>Making the school accessible to all</p> <ul style="list-style-type: none"> <i>The school continues to ensure that the needs of pupils, staff and others with physical or other disabilities are met.</i> <i>Since our initial Audit there has been the installation of blinds in all classrooms to improve visibility of the interactive whiteboard and prevent glare. All classrooms and corridors have been carpeted to reduce background noise. Classroom walls have been painted a pastel colour to reduce overpowering visual stimuli.</i> <i>We have undertaken extensive building work to change our school entrance enabling improved wheelchair accessibility to the school. Permanent ramps and banisters have been constructed allowing access to all teaching areas through various avenues. The new build enabled an accessible toilet to be built with adequate space to accommodate hoist and changing beds if needed. We have previously had hygiene toileting systems installed for independent self-care whilst there was a specific need in the school. The refurbishment of our junior and infant cloakrooms also provided the opportunity for accessible lever push taps to be installed for use by all.</i> <i>This year we have replaced our classroom interactive whiteboards with LCD screens for improved visual clarity and responsive touch.</i> | <ul style="list-style-type: none"> <i>Sound modulation support systems within the classrooms.</i> | <i>HT</i> | <p>Annually by Governors in Children, Learning and Community (CL&C) meetings.</p> |
| 10. | <p>Ensuring fair and equal treatment for staff and others</p> <ul style="list-style-type: none"> <i>We are aware that our school needs to ensure that its policies and practices do not discriminate, directly or indirectly, against adults as well as pupils and that being positive role models and providing a wider perspective will strengthen the school.</i> <i>We ensure non – discriminatory recruitment and employment practices by following Oxfordshire Safer Recruitment procedures.</i> | <ul style="list-style-type: none"> <i>Training matrix to ensure all staff, teaching and non-teaching are offered the same opportunities to receive training.</i> <i>Ensure our use of sanctions through our</i> | <i>HT</i> | <i>Review of policies</i> |

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| | <ul style="list-style-type: none"> • <i>Dignity at work and the development of all staff is supported through our annual Performance Management structure for all Teachers and Teaching Assistants.</i> • <i>The OCC manages admissions to our school ensuring a fair procedure for all.</i> • <i>We ensure that where relevant the teaching and expression of different religious beliefs and those relating to same sex relationships are conveyed responsibly and sensitively.</i> | <i>behaviour policy is monitored to ensure groups are not being unfairly targeted</i> | | |
| 11. | <p>Monitoring and Evaluating the policy</p> <ul style="list-style-type: none"> • <i>We recognise that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation.</i> • <i>We will consult pupils, parents and staff on how aspects of the policy is working and how it could be improved through questionnaires, brainstorming opportunities, whole school staff meetings, school council and class discussions biannually.</i> • <i>We will monitor and review our practice making changes as and when needs arise.</i> • <i>The assessment of our impact to evaluate and inform our practice follows our whole school tracking and assessment procedure of all individuals and groups. Termly Pupil Progress meetings and parent consultations.</i> | <ul style="list-style-type: none"> • <i>Increase aspects of inclusion via newsletter</i> • <i>Reflect changes in the school Self Evaluation Form (SEF)</i> | <i>HT</i> | Annually by Governors in Children, Learning and Community (CL&C) meetings. |

We believe that promoting Equality and Inclusion is the whole School Community's responsibility:

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| Governing Body | Involving and engaging the whole school community in identifying and understanding barriers and in the setting of objectives to address these. Monitoring progress towards achieving objectives. Publishing data and publishing objectives. |
| Head Teacher | As above including: Promoting key messages to staff, parents and pupils and what is expected of them and can be expected from the school |

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| | in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality and inclusion, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Senior Leadership Team | To support the Head as above to ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Teaching Staff | Help in delivering the right outcomes for all pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents. |
| Non Teaching Staff | Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents |
| Parents | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. |
| Local Community Members | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all. We will ensure that the whole school community is aware of our Policy and objectives by publishing them on our school website. |

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Last review: January 2018

Next review: January 2021