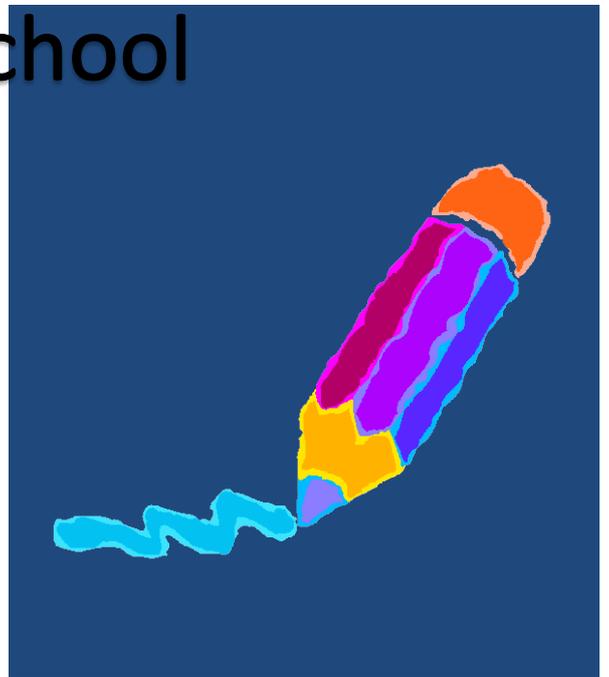


Two Gates Primary School



Two Gates Community Primary School Equality Policy

January 2017

Love children, love learning.

Equality Policy

Introduction:

Staff and governors at our school are committed to giving every member of the school community the opportunity to achieve the highest of standards.

Aims and Objectives:

Two Gates is an inclusive school. We are committed to promoting equality and good relationships. Any form of discrimination is tackled quickly and firmly. We aim to make equality of opportunity a reality for our children and their families. We achieve this by recognising and planning for the different groups of learners within our school.

- Males and females
- Minority ethnic and faith groups
- Learners with English as an additional language
- Learners with Special Educational Needs (SEN)
- Learners with a disability
- Gifted and talented learners
- Learners who are at risk of disaffection or exclusion

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of our school ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting this equal opportunities policy and must respect and act in accordance with the policy.

This document outlines our specific responsibilities as a school to:

- Set equality objectives
- Demonstrate how the school is complying with the Equality Duty (Equality Act 2010). This is achieved through our Disability, Equality and Accessibility Plan.
- We keep an up-to-date Disability Register for pupils, staff and parents.

Roles and Responsibilities:**Governing Body:**

- Work with the Head Teacher and SENDCo to monitor inclusion and equal opportunities in school.
- Review policy and practice in this area.

Head Teacher:

- Work with SENDCo and leadership team to monitor inclusion and equal opportunities in school.
- Keep records of incidents of bullying, racial or otherwise, and deal with these incidents quickly and firmly.

SENDCo:

- Lead staff to develop aspects of inclusion in the curriculum and monitor and evaluate the impact.
- Meet with parents of children with disabilities and/or SEN annually to discuss progress and plan for continued support.
- Keep records of groups children requiring additional support. (SEN register and class provision maps)
- Liaise with classroom staff to monitor and review progress and support for children requiring additional support

Class Teachers:

- Ensure all staff working within classrooms are aware of the individual needs of children.
- Ensure all staff working in the classroom are aware of their roles and responsibilities in supporting children who may need additional support or resources to access the curriculum.
- Keep up to date records of progress for all children.

Collecting and using data to inform the Equality Objectives:

Parents are issued with a Disability questionnaire on entry to the school and the data is used confidentially to inform future planning and objectives.

The progress of children who come under a protected characteristic is monitored closely, principally: **Disability, Race and Sex (Gender)**. This information is used to develop appropriate interventions.

Representing the protected characteristics in school policies and initiatives:

At Two Gates, local authority pupil admission policies are followed which do not permit sex, race, colour or disability to be used as criteria for admission. Our aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin. The Education Reform Act 1988 stated that 'the school curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members.' Pupils should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all pupils. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly. Equal opportunities issues will be taken account of in planning the curriculum. This should be reflected in curriculum planning documentation.

For those pupils with additional needs and **disability** intervention strategies and extra personalised provisions are made. This may include the use of a lunchtime help card or staff awareness training.

Our PSHE curriculum ensures that children develop an awareness and understanding of others. Through SEAL, SUMO, the Difference and Diversity Project and cross-curricula studies they will learn about **race and ethnicity and religion and beliefs**. This, in conjunction with being a Healthy School, means that regardless of the children's **age** they can make informed choices in their lives to become responsible citizens.

We ensure that information given to parents is in an accessible form (when requested), whether this be in writing, phone, text or via the school website and learning platform. Our school has Full Dyslexia Friendly Status which has further developed the way we present information to both parents and children (**disability, age**).

Ensuring that all pupils have access to curriculum, buildings and text:

The school environment is regularly monitored to ensure that we provide a safe place for children to learn. We readily make reasonable adjustments for children and parents with physical and sensory impairments (**disability**) such as hearing loops, alternations to school furniture, enlargement of text and disabled parking spaces.

For children with a **disability** we liaise regularly with specialist services to ensure that our adjustments are still meeting the needs of the child and to plan for future developments. Our school Accessibility Plan highlights how adjustments are made so that learners with a disability can access the physical environment and curriculum.

Teachers are responsible for ensuring that their classroom environment reflects the needs of the children in their class and their planning is tailored so that all children make good progress, regardless of **race, age, sex or disability**. This is monitored within school. Barriers to learning are addressed and additional curriculum opportunities are provided for identified learners.

During educational visits outside of school, the accessibility of the site is considered and the risks measured. The class teacher and Educational Visits Co-ordinator together plan for children with additional needs so they can access the wider curriculum, for example more adult support when out (**disability**). This is also a consideration when planning residential field trips in Key Stage 2. All children, regardless of **race, age, sex or disability** are able to participate in after school clubs run by teaching staff and reasonable adjustments are made to facilitate this.

Needs are assessed using the Assess, Plan, Do, Review cycle in line with the SEND Code of Practice (2014) so that we are able to make reasonable adjustments for our pupils.

Equality Objectives:

These objectives are derived from data collection within in school. The SENDCo keeps a record of the equality objectives set for the academic year and these can also be found on the school website.

This policy will be reviewed every 2 years.

Reviewed by Staff: March 2017

Reviewed by Governors: March 2017

Review Date: March 2019 (unless legislation changes)