



## Blackmore Primary School Accessibility & Equality Policy

This Policy incorporates any previous policies covering the areas of equality and disability

<b>Date Last Reviewed</b>	<b>Summer 2026</b>
<b>Ratified by the Governing Body</b>	<b>Summer 2026</b>
<b>Frequency of Review</b>	<b>Bi-Annually</b>
<b>Date of Next Review</b>	<b>Summer 2028</b>
<b>Version</b>	<b>1.3</b>

### Objectives

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of ethnicity, religion or belief, socio-economic background, gender and gender identity, sexual orientation, disability, age

Regular reviews and data analysis of equality impact is done as part of the SDP and monitoring of progress against set objectives by the Governing Board.

- a) In accordance with our Aims and Objectives we will:
  - respect the equal human rights of all our pupils
  - educate them about equality
  - respect the equal rights of our staff and other members of the school community
- b) We have evaluated and updated our school practices relating to:
  - ethnicity
  - religion or belief
  - socio-economic background
  - gender and gender identity
  - disability
  - sexual orientation
  - age
- c) We will promote community cohesion, comparing our school community to its local and national context and implementing all necessary actions in relation to:
  - ethnicity,
  - religion or belief, and
  - socio-economic background.

## **Statutory requirements**

The equality objectives in Appendix 1 address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council guidance for recording incidents involving pupils in schools.

The access plan in Appendix 2 addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Appendix 3 below addresses our duty under the Education and Inspections Act 2006.

## **Community cohesion**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions below to promote community cohesion.

- Ethnicity/culture context of the school
- Religion/belief context of the school
- Socio-economic context of the school
- current issues affecting cohesion at school

## **Responsibilities**

Our Lead Governor is Peter Snelling

Blackmore Governing Board is responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting

Our Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.
- dealing with reports of prejudice-related incidents.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

## Appendix 1 Equality Objectives

<b>Equality objectives (focused on outcomes rather than processes)</b>
<b>We will ensure that all our children have equal access to our broad and balanced curriculum.</b>
<b>We will meet the needs of vulnerable groups or individuals.</b>
<b>We will maintain the physical environment of the school and continue to make adaptations to meet the needs of any pupils with disabilities.</b>
<b>We will ensure that policy reviews continue to support the school's equality aims.</b>

## Appendix 2 Access Plan

	<b>Actions (focused on outcomes rather than processes)</b>
Improvements in access to the curriculum	School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and adhere to the advice offered by specialist teachers, other LA advisers, health professionals and from the local NHS Trusts.
Physical improvements to increase access to education and associated services	The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the premises, such as improved lighting, access, acoustic treatment and colour schemes, as well as more accessible facilities and fittings as and where appropriate.
Improvements in the provision of information in a range of formats for disabled pupils	The school is aware of local services including those provided through the LA for giving information when required or requested. Use advice from specialist teachers to put necessary changes in place where appropriate.

## Appendix 3 Community Cohesion Plan

The four geographical dimensions of community are the school, local, national and global.

	<b>Actions (focused on outcomes rather than processes)</b>
Teaching, learning and the curriculum	<p>As an effective school, we endeavour to provide quality teaching and a curriculum that supports high standards of attainment and progress. It promotes common values and builds pupils' understanding of the diversity that surrounds them. This enables them to recognise similarities and appreciate different cultures, faiths, ethnicities and socio-economic backgrounds.</p> <p>We aim to ensure:</p> <ul style="list-style-type: none"> <li>• Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping.</li> <li>• Opportunities to discuss issues of identity and diversity are integrated across the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Curriculum based enrichment activities that raise pupil awareness of community and diversity, such as educational visits and meetings with members of different communities are exploited.</li> <li>• Support exists for pupils for whom English is an additional language (EAL), to enable them to achieve to their highest potential.</li> <li>• Pupils have an effective voice and are actively involved in the organisation of the school in a way that teaches them to participate in, and make a difference in school and in the local community and beyond.</li> </ul>
<p>Equity between groups in school, where appropriate</p>	<p>The school continually focuses on securing high standards of attainment for all pupils, regardless of ethnic background or socio-economic status. We ensure pupils are treated with respect and supported to achieve their full potential. We aim to ensure:</p> <ul style="list-style-type: none"> <li>• The assessment and tracking system enables the evaluation of progress in different groups and where necessary tackle underperformance by any particular group.</li> <li>• Incidents of prejudice, bullying and harassment are carefully monitored and dealt with in line with local authority guidelines where necessary. Whether pupils from particular groups are more likely to be excluded or disciplined can be monitored through the behaviour policy.</li> <li>• The school admissions criterion promotes community cohesion and social equality.</li> </ul>
<p>Engagement with people from different backgrounds, including extended services</p>	<p>At Blackmore Primary School we understand the importance of seeking ways to broaden our community in order to ensure pupils experience a wide diversity of people. This is achieved at all levels in a variety of ways;</p> <p><b>School to School</b></p> <p>We work in partnerships with others across the school community and beyond. The school is part of the Brentwood Collaborative Partnership (BCP) which is a group of like-minded schools with the determination and vision to work together to provide the best outcomes for primary school children in the Brentwood area.</p> <p>A wide range of development activities take place on a regular basis. For example;</p> <ul style="list-style-type: none"> <li>• Learning support assistant training</li> <li>• Network meetings to share excellent practise and develop staff</li> <li>• Cross school moderation of teacher assessment</li> <li>• Safeguarding training</li> <li>• Peer to peer support</li> </ul> <p>Vision Statement – Collaborate, Inspire, Achieve</p> <p>The vision aims are:</p> <ul style="list-style-type: none"> <li>• Respect individuality</li> <li>• Ensure best possible outcomes for all</li> <li>• Build trust, confidence and commitment by supporting our community of schools</li> </ul> <p>We also work with other schools through activities such as sporting events, sharing good practice and linking with the local secondary schools. Opportunities to communicate with other schools may often occur through meetings, letter writing or electronic communications.</p> <p><b>School to parents/local and wider community</b></p>

Good partnership activities within the local and wider community may include:

- Representing school in key events such as the Blackmore May Fayre, Blackmore musical festival, village Christmas carols and events with the local church such as supporting Harvest.
- Liaising with our Friends of Blackmore (FOBs) parents association.
- Engagement with parents through consultation evenings, open evenings, assemblies, parent & grandparents lunches, stay and play sessions and specialist events such as parent information sessions or themed activities e.g. World Book Day.
- Developing opportunities for parents, governors and other citizens from the community to support the school through activities such as reading with children, helping with visits and class topic days.
- Working together with community representatives, such as local councillors or governors, who may come into school or provide opportunities for off site visits and can ensure that pupil voice is heard and are able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as police, social care, family solutions, health professionals and Kids Inspire.
- Links with educational providers experienced by pupils such as the feeder pre-schools through activities such as invitations to school performances, sharing good practise and settings visits.

### **School to global community**

We understand the importance of ensuring pupils understand the global dimension of their community and as such we endeavour to:

- Provide opportunities to learn about the world from many perspectives through an enriched curriculum of core and foundation subjects which encompass the ethos of community cohesion.
- Exploit opportunities for 'real' international experiences, where pupils can discover much about cultures and backgrounds of other countries, such as parent visitors from other countries and cultures and work experience placements and Multicultural week.
- Raise awareness of issues that affect other countries through specific events such as Red Nose Day, Sports Relief and other globally linked charity support such as Shoebox Campaign and Brentwood / Harlow food bank for Harvest collection.

## **Appendix 4 – Protected Characteristics**

Outlined in the Equality Act, which covers the same groups that were protected by existing legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientations, marriage and civil partnership and pregnancy and maternity.

These are now called 'protected characteristics'. The Act extends some protections to characteristics that were not previously covered, and also strengthens particular aspects of equality law.

- **Age**
- **Disability**
- **Gender reassignment**
- **Marriage and Civil partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual Orientation**