

# Meadowfield Primary School

## Single Equality Scheme

### 2022

(Compliance with the Equality Act 2010)

**Meadowfield Primary**



Mission statement: Meadowfield is a welcoming and safe environment with learning at the centre of all that we do. We value the whole school community in all its diversity and ensure that everyone is supported to reach their potential. Respect, fairness, equality and positive image are promoted throughout the school.

## Introduction:

Meadowfield Primary School welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty to have due regard to the need to:

- Promote equality of opportunity between all people inclusive of 'protected characteristics'\*; these are: 1) sex 2) race 3) disability 4) religion or belief 5) sexual orientation 6) gender reassignment 7) pregnancy or maternity
- Eliminate discrimination that is unlawful under the Equality Scheme
- Eliminate harassment of disabled persons that is related to their impairments
- Promote positive attitudes towards all people and challenge discrimination at all levels
- Encourage participation by all pupils and staff, and
- Take steps to take account of a person's protected characteristic and for disability where that involves treating the disabled person more favourably than other people

The scheme sets out the steps the governing body will take that will result in improved outcomes for all people with protected characteristics.

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act

## School Ethos, Vision & Values:

At Meadowfield Primary School we are committed to ensuring equality of education and opportunity for all people with protected characteristics\* and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible (see Accessibility Plan). We will not tolerate harassment of disabled people with any form of impairment or of anyone with a protected characteristic\*.

\*Protected characteristics means promoting equality of opportunity between all people regardless of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. The protected characteristics are taken from the 'Equality Act 2010 advice for school leaders'.

## Definition of Disability:

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. It also includes 'hidden' impairments such as mental illness, dyslexia, autism, speech and language, attention deficit hyperactivity disorder, diabetes or epilepsy.

At Meadowfield Primary School we aim to remove all barriers to teaching and learning regardless of ability. We aim to ensure our school and curriculum is as inclusive as possible.

Meadowfield Primary School recognises the importance of involving all people fully in the development of our Single Equality Scheme. We will involve all people in the following ways:

- We have identified our disabled pupils, staff and parents and members of the community and others with protected characteristics where it is important that we do so
- Identified any barriers in school that affect them and how we can plan to overcome them.
- We listen to all views in informal settings.
- We identify key issues and identify priorities on our action plan at the end of this document.

We recognise that our policies and practices may impact on disabled people and in particular on:

the recruitment, development and retention of disabled employees and others with protected characteristics;

on the educational opportunities available to and the achievements of disabled pupils and others with protected characteristics.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote single equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

How we will assess the impact of our policies?

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils and others with protected characteristics, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

Our existing accessibility plan outlines the steps we are taking to improve:

- Curriculum access including embedding equality and diversity throughout
- Provision of information to disabled pupils and others with protected characteristics,
- Physical access.

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Single Equality Scheme. We strongly acknowledge our role within the Public Sector Equality Duty to have due regard to the need to:

- 1) Eliminate discrimination and other conduct that is prohibited by the Act
- 2) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- 3) Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

#### Reporting

Governors will review this Single Equality Scheme annually. We will support governors in reporting annually on the progress we make on promoting equality of opportunity for people with protected characteristics. Our annual report will include details of: information we have gathered during the year  
how this information was used  
action points completed during the year and those that are ongoing

#### Revisiting the Scheme

Our scheme will be reviewed and revised (evaluated) after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Review Date April 2024

Senior Member of Staff Responsible: Nick Hemingway, Deputy Headteacher

Designated member of staff: Clare Almond, SENCo

Governor Responsible: Claire Hicks, SEND and Safeguarding

## Our equality objectives:

	Current position	Key actions needed	By whom
Curriculum	Meadowfield is a highly inclusive school. Children with disability access the curriculum, residential, performances and all events. Their work is displayed along with their peers. People with protected characteristics share their challenges, experiences and needs in all aspects of school life	<p>Ensure children with protected characteristics are represented on the school council and through the class council process.</p> <p>Disabled visitors and speakers are embedded into our curriculum planning</p> <p>Equality awareness and empathy is part of our PSHE curriculum</p> <p>Adapt learning resources and teaching practices to enhance the learning experience of pupils with learning and physical disabilities and with protected characteristics</p> <p>Restorative practice is used throughout school to build relationships and solve issues, visual boards support all learners, including those with a disability to use this system as equals</p>	<p>Curriculum Leader</p> <p>All teachers and HLTAs</p> <p>All teachers, HLTAs and subject leaders</p>
Data collection, monitoring and assessment	The achievement of disabled pupils is monitored individually as a group and by impairment. We track achievements using appropriate reporting frameworks Developmental Journals and B-Squared as well as general attainment levels. The tracking of pupils with protected characteristics is done as required and as appropriate separate to their peers	<p>Assessment and inclusion leaders evaluate the achievement and attainment of children with disabilities and additional learning needs. Staff are aware of the progress their children are making.</p> <p>Using evidence and monitoring tools to track pupil achievement and participation in school activities and developing new ways of engaging with parents of ethnic minority pupils to address low levels of participation in extra curricular PE activities</p>	<p>All teaching staff</p> <p>Senior leaders</p>
Employing and promoting, training disabled staff	The school promotes itself as an inclusive organisation	The school actively encourages disabled applicants and those with protected characteristics to apply for posts; the school keeps up to date with its accessibility work (see accessibility plan)	<p>Headteacher</p> <p>Recruitment</p> <p>governors</p> <p>Premises</p> <p>governors</p>
Lunchtime, after school clubs and trips	To take every opportunity to provide an increased number of extra-curricular clubs which more closely meet the needs of all people	Are children with disabilities accessing our extra-curricular activities or extended services activities?	<p>Pupil committee</p> <p>governors</p> <p>Headteacher</p> <p>Senior leaders</p> <p>PE Leader</p>
Medical and personal care needs	Disabled children and their parents/carers are consulted on how they want the procedure or administration of medication carried out -	<p>School staff have all necessary up to date training.</p> <p>A hygiene suite is available in school to protect the privacy of any child or adult accessing the school building and allowing</p>	<p>Headteacher</p> <p>First aider</p> <p>Premises, health and safety</p> <p>governors</p>

	they complete medical request forms when they wish school staff to administer prescribed medicines. Care plans are in place where required	any administering of medication or personal care to be completed in a suitable space with all necessary facilities.	Pupil committee governors
Health and safety	Evacuation procedures have been developed to take full account of the needs of disabled people and those with protected characteristics	PEPs are in place where required. School Evacuation Plan is regularly reviewed and children and adults with mobility difficulties have individual risk assessment which include movement around the building, personal evacuation information and adaptations needed for the environment.	Premises, Health and Safety governors  Site manager  Head teacher
Admissions and transitions	We have strong existing procedures for identifying and supporting disabled pupils before they start school. Where necessary this includes early communication with external health and other agencies who may be involved to ensure that we have appropriate support systems in place.	Admission policies are in place. Pastoral plans to support vulnerable pupils - those with protected characteristics Home visits - including in home language where possible or with additional resources as needed Extra communication - including meeting key adults, social stories, longer transition, increase site visits and phased timetables	Learning mentors  Involved staff SENCO  High school links