

# STOCKBRIDGE VILLAGE PRIMARY SCHOOL



## Accessibility Plan September 2024-2028

### Foreword

Stockbridge Village Primary School welcomes the Public Sector Equality Duty. We have chosen to produce this Single Equality and Diversity Plan document in order to fully demonstrate our commitment to promoting and embedding equality and community cohesion into all of our work.

In the future, we will continue to actively progress our work through the implementation of the actions set out within this document. These actions will be refreshed and revised on an on-going basis.

Our School has shown a commitment to working with the whole school community in the development of our work and actions and we recognise the importance of continuing these relationships to inform our work. Our aim is to become a School seen within Knowsley and beyond as an exemplar of good practice.

The publication of this document is not, therefore, the end of a process but a continuation of ensuring that equality and diversity best practices are central to all our work.

### Signed:

**James Austin**  
**Headteacher**

**James Austin**

**Sue Dunphy**  
**Chair of Governors**

**Sue Dunphy**

## **We Welcome Your Views**

This Plan is updated and monitored on an on-going basis. Additionally, it is reviewed annually and fully revised every four years. To support this process, we welcome and encourage comments and suggestions. Please forward any feedback you may have to the Chair of Governors at Stockbridge Village Primary School.

## **Complaints about the Plan**

We aim to be open and accountable and strive to provide an efficient, friendly and helpful service to our stakeholders. You can use our complaints procedure if you are unhappy with any aspect of the School's service. A copy is available from the School Office.

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## **Our Vision for Equality**

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity.

We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community – and that every child can fully participate in our school curriculum.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

We will proactively seek to review and restructure, where necessary, the cultures, policies and practices in school, so they can remain welcoming and responsive to the full diversity of people locally, nationally and globally.

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## Introduction to the Public Sector Equality Duty

Schools are required to meet significant 'positive statutory duties' in the area of equality. These duties require schools to promote equality of opportunity in everything that they do.

The "Public Sector Equality Duty" means that schools may not take a **reactive** approach to equality, but a **proactive** approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of **potential** inequality **before** they have the chance to have an impact on people;
- **make changes** to ensure that any areas of potential inequality are eliminated.

The Public Sector Equality Duty is laid out within the Equality Act 2010. It is about ensuring the needs of all are met. The broad purpose of the Duty is to ensure that equality and good relations are issues which are robustly considered in the day-to-day business of schools.

The Public Sector Equality Duty consists of:-

1. A General Equality Duty - (which is set out in section 149 of the Equality Act 2010 and came into force on 5<sup>th</sup> April 2011)
2. Specific Duties - which are imposed by secondary legislation – The Equality Act 2010 (Specific Duties) Regulations 2011 and came into force on 6<sup>th</sup> April 2012.

The General Equality Duty requires public sector organisations (including schools) to consider how they can positively contribute to the advancement of equality and good relations. It requires equality considerations to be reflected in the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

Equality Duties are not new to schools - The Duty to Promote Race Equality came into force in 2002, The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007. SVP has consistently worked to achieve these duties and has made considerable progress. Our work culminated in the production of a comprehensive Single Community Cohesion and Equality Scheme 2009 -12 and the work commenced through this Scheme is now being proactively continued within this new Plan.

The Equality Act 2010 has replaced the three separate Duties with a single Public Sector Equality Duty. This single Equality Duty, instead of only covering Race, Disability and Gender, encompasses 9 protected characteristics:-

1. Age
  2. Disability
  3. Gender Reassignment
  4. Pregnancy and Maternity
  5. Race
  6. Religion or Belief
  7. Sex
  8. Sexual Orientation
  9. Marriage and Civil Partnership
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## The General Duty

The General Equality Duty is made up of three aims which state that a school must, in the exercise of its functions, have due regard to the need to:-

1. **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;**
2. **Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;** this means:-
  - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
  - taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
  - encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. **Foster good relations between persons who share a protected characteristic and persons who do not share it;** this means:-
  - tackling prejudice.
  - promoting understanding.

## The Specific Duties

The Specific Duties state that schools must carry out a number of actions as follows:

1. Publish information to demonstrate its compliance with the **General Equality Duty** and subsequently publish this information annually. The information a school publishes must include, in particular, information relating to persons who share a relevant protected characteristic who are its employees and other persons affected by its policies and practices.
  2. Prepare and publish one or more specific and measurable objectives it thinks it should achieve to meet the General Equality Duty. A school must publish these objectives at intervals of not greater than four years.
  3. Publish the above information in such a manner that it is accessible to the public and may do this by publishing the information within another published document.
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## **What is Equality and Diversity?**

Equality and diversity impact on all stakeholders (in our instance this means, amongst others, pupils, parents, staff, local authority, governors and the wider community). Simply put, equality and diversity are about 'healthy relationships with people'. Without this, schools (and organisations, businesses etc.) would be unable to function.

Equality is not simply about compliance with the law, nor is it about 'treating people the same'. Equality is the desire to underpin human relationships with values that develop and engage human potential, unrestricted by limitation of presumption and stereotypes.

Diversity is concerned with all the ways in which people differ, for example, through different styles of working, thinking and communicating with others arising from differences in age, social background, gender etc. Essentially, diversity in organisations is the source of creative energy that can deliver sustained organisational improvements.

Equality and Diversity are both essential relationship qualities that drive the continuous pursuit of sustainable improvement, success and excellence.

The pursuit of equality and diversity is a journey, not a destination. This means it is something that we have moral and legal obligations, and indeed, obligations surrounding quality, to continuously strive towards.

Equality and diversity, in essence, is the pursuit of sustainable excellence through healthy relationships with people. It is a worthwhile journey.

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## **Our Current Position in Relation to Equality and Diversity**

In response to our duties we have created this new E&D Plan which has been formulated through the consideration of:-

- Analysis of pupil progress data.
- Full analysis and consideration of the school's position.
- External challenge and expertise.
- Legal requirements.
- Our planned school curriculum.

Data and information from all of the above has been thoroughly analysed and this analysis has informed the action planning process. Integral to this process has been the consideration of diverse groups within the school community:-

- Disabled pupils and those who have special educational needs
- Boys
- Girls
- Groups of pupils whose prior attainment may be different from that of other groups
- Those who are academically more or less able
- Pupils for whom English is an additional language
- Minority ethnic pupils
- Gypsy, Roma and Traveller children
- Looked after children
- Pupils known to be eligible for free school meals
- Lesbian, gay and bisexual pupils
- Transgender pupils
- Young carers
- Pupils from low income backgrounds
- Other identified vulnerable groups

Information for all relevant groups has been considered, including:-

- Progress data
  - Data in relation to bullying issues – which indicates no incidents of bullying in school which relate to equality
  - Employment/staffing information
  - Analysis of the school buildings (opened 2011) – which comply with disability-related requirements and regulations.
  - Our school curriculum which promotes a positive equalities and diversity culture.
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## ACTION PLAN

### Introduction

The following action plan has been formulated as a result of:-

- Analysis of pupil progress data.
- Legal requirements.
- Data in relation to bullying issues.
- Employment/staffing information.
- Analysis of the new buildings – which comply with disability-related requirements and regulations.
- Planning our curriculum.

Integral to this process has been the consideration of diverse groups within the school community:-

- Disabled, neurodiverse pupils and those who have special educational needs
- Boys
- Girls
- Groups of pupils whose prior attainment may be different from that of other groups
- Those who are academically more or less capable
- Pupils for whom English is an additional language
- Minority ethnic pupils
- Gypsy, Roma and Traveller children
- Looked after children
- Pupils known to be eligible for free school meals
- Lesbian, gay and bisexual pupils
- Transgender pupils
- Young carers
- Pupils from low income backgrounds
- Other identified vulnerable groups

Target	Strategies	Outcomes	Timeframe	Achieved
<b>Physical Environment</b> To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and to continue to improve access to the school's physical environment for all stakeholders	Audit of accessibility of school buildings and grounds by Head and Governors. Suggest actions and implement as budget allows	Modifications will be made to the school building where appropriate to improve access.	2024-2028	

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Disabled toilets Steps Small Group room Fire escape routes Access to Reception Area	Regularly inspected and clear Routes available to move around school without using steps All staff follow fire regulations and practice safely	All facilities are in good use Good practice is established	2024-2028	
<b>Curriculum</b> Increasing the extent to which disabled pupils can participate in the school curriculum	Questionnaire to parents to establish needs of the children Ensure all children have equal access to the curriculum	All children have equal access to the curriculum Ensure resources reflect the range of disabilities	Spring 25	
Teacher and Teaching Assistants training School trips are accessible Specialist equipment/participation PE curriculum/access	Any relevant training is accessed by appropriate staff All School trips are accurately risk assessed and made accessible as far as possible PE advisor contacted if any issues regarding accessibility	All children have equal access to the curriculum Ensure resources reflect the range of disabilities All staff are confident in delivery	2024-2028	
<b>Written Information</b> To ensure that all parents/carers and other stakeholders can access information	Through collection of data/information ensure all parents/carers have access to information readily	All parents/carers have access easily to all information	2024-2028	
Access to Parents' evenings. Staff awareness on guidance	Any issues for Parents with access to Parents evening offer alternative methods eg Phone call	All parents/carers have opportunity to access parents evenings	October March	
D.A.P. becomes an annual agenda item Full	Report to Governors in	All staff are kept well informed about equality	Nov Jan Mar May June	

Governing Body		issues	meetings	
Staff awareness of disability issues	All staff informed through tracking system/pupil progress meetings/SEN half termly meetings	All staff are kept well informed about equality issues	Nov Jan Mar May June meetings	
All policies consider implications of disability access	Ensure policies where appropriate cross reference disability access	Policies reflect same messages/protocols	Oct Feb May Governor meetings	
To improve speech and language across the school	Use WellComm to assess children's current speech and language	For speech and language to be age appropriate for ...% of pupils to enable access to their year group's curriculum objectives	March 25	
To ensure that all displays are accessible to all children.	All display lettering is visible to all children in the class.  Displays in the corridors are clear and uncluttered.	All pupils are able to use age-appropriate displays and signage to support their access to the building and curriculum.	December 24	

**Approved by Governors:**

**Review Date:**