



Thameside Primary School: Equality Scheme & Accessibility Plan

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Next review: October 2024



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Policy reviewed by:	Sophie Greenaway and Charlotte Harkins
Key Changes:	Change to policy review period – now on yearly review Updates to Accessibility Plan The rest of the policy remains fit for purpose.



Rights Respecting Schools

Thameside Primary School is a Rights Respecting School. School policies respect the UN Convention on the rights of the child. The Equality Scheme links to

Article 2: the Convention applies to all children, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 14: Children have the right to think and believe what they want and practise their religion.

Article 23: Children who have any kind of disability have the right to special care and support. So that they can lead full and independent lives.

The overriding principle of equality legislation is generally one of equal treatment - i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So in a school setting the general principle is that you have to treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability.

Taken from The Equality Act 2010 and schools; Departmental advice for school leaders, school staff, governing bodies and local authorities. May 2014 DfE

Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

Thameside has chosen to continue producing this scheme. Thameside also recognises that equitability is not the same as equality

Overarching statement

- Every child deserves the best possible start in life and the support that enables them to fulfil their potential. (source: EYFS September 2014).
- Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same (source: EYFS 2012).
- **Equality** is treating everybody the same.
Equity is giving everyone what they need to achieve success.
- We should aim to give each child what they **need** to succeed, not what they want.

- In accordance with our school values of respect, integrity and empowerment we respect the equal rights of all our pupils and will educate them about equality
- We also respect the equal rights of our staff and other members of the school community
- We will comply with relevant legislation and implement school policy and plans in relation to **race equality, disability equality, gender equality and sexual orientation equality.**



Who is responsible?

The **governors** are responsible for:

- Making sure that the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed

The **Head teacher** is responsible for:

- Making sure that the school Equality Scheme and its procedures are followed
- Making sure that the race, disability and equality policies are readily available and that the governors, staff, pupils, and their parents/ carers know about them
- Producing regular information for all staff and governors about the policies and how they are working
- Making sure all staff know their responsibilities and receive appropriate induction, training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination, including bullying or other incidents related to **race, gender, disability or sexual orientation**.

All staff are responsible for:

- Dealing with **racist, homophobic, sexist** and other incidents
- Recognising and tackling bias and stereotyping
- Promoting equal opportunities and tolerance
- Avoiding discrimination against anyone for reasons of **ethnicity, disability, gender or sexual orientation**
- Keeping up to date with the law on discrimination
- Taking up training and learning opportunities offered
- The head teacher has overall responsibility for dealing with incidents.

Visitors and contractors are responsible for:

- Following the key principles of our Equality Scheme

Equal Opportunities and Inclusion

The following statements of inclusion are taken from the National Curriculum Sept 2014

Setting suitable challenges

Teachers should set high expectations for every pupil and be ambitious for all. They should plan so that all children can access their learning with appropriate scaffolding and support so they can make maximum progress.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

Teachers should take account of their duties under equal opportunities legislation that covers **race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender identity**.

Note: Age is a protected characteristic under the Equality Act 2010 but it is not applicable to schools in relation to education or (as far as relating to those under the age of 18) the provision of services; it is a relevant protected



characteristic in relation to the provision of services or employment (so when thinking about staff). Marriage and civil partnership are also a protected characteristic but only in relation to employment.

A wide range of pupils have special educational needs; many of them also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil making progress. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEND code of Practice 0 -25 includes advice on approaches to identification of need which can support this. Some pupils will need access to specialist equipment and different approaches. The SEND Code of Practice outlines what needs to be done for them.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can access every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Providing Equality of Opportunity.

Teaching approaches that provide equality of opportunity include:

- ensuring that all resources and materials actively challenge racial stereotyping
- ensuring that all children, irrespective of race and gender, have equal access to the curriculum
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- enabling the fullest possible participation of pupils with disabilities (**including those with hidden disabilities**) or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations
- ensuring that pupils who are struggling to access mainstream have the correct provision identified and parents included in decisions about their education

Related Documents

This scheme should be read in conjunction with:

Thameside Personal, Social, Health and Citizenship Education Policy

Thameside Behaviour Policy

Curriculum Policies

Monitoring and Assessment Policies



Thameside Inclusion and SEND Policy

Medical Conditions Policy

School Development Plan

School Accessibility Plan (at the end of this document)

Anti-bullying and anti-racism policy

Practice in school

Discrimination with regard to Employment

Reading Borough Council operates a policy of equal opportunity and fair treatment for employment and development. Thameside Primary School will not discriminate in the employment of staff on the grounds of race, gender, gender identity, sexual orientation or disability. This includes discrimination in relation to terms and conditions, promotions, transfers, dismissals training and employment practices such as dress codes and disciplinary procedures.

When vacancies occur we:

- Advertise the position sufficiently widely to allow a reasonable number of candidates
- Ensure candidates are made aware of the school's selection procedure, criteria and candidate specification
- Shortlist according to agreed criteria
- Interview, applying the same principles to each candidate
- Provide feedback to candidates, if requested, and explain decisions made

Discrimination with regard to Pupils

Thameside Primary School will not discriminate against children seeking admission on the grounds of race, gender, gender identity or disability. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

Our governing body acts in accordance with the admission arrangements determined and published by our local authority.

Procedures on entry for pupils with a disability or medical condition

- Liaison between a representative from the pupils' previous setting (if applicable) and the school to ensure needs can be met
- A meeting will be held with the LA if appropriate to discuss adjustments/ changes needed to the building
- A meeting will be held shortly before admission with the pupils' parents/ carers to agree procedures for dealing with the disability or medical condition and a care plan drawn up with risk assessments if appropriate
- A meeting will be held shortly after admission with the pupils' parents/ carers to agree procedures for dealing with the disability or medical condition and a care plan drawn up with risk assessments if appropriate
- Appropriate agencies will be referred to, or contacted (eg Occupational therapy)
- Extra transition visits will be arranged if appropriate

(see [Medical Conditions Policy](#))



Information gathering and using, including consulting stakeholders

The following sources of data will be used to refine policy and practice:

- local and national quantitative and qualitative data eg ASP, LA comparative data, national benchmarking data
- school data re pupil achievement and attainment
- pupil & family voice survey results
- analysis of pupil interviews by Phase and Subject Leaders
- liaison with external providers where appropriate
- evaluation of the SDP, and consultation re following SDP
- self-evaluation procedures
- feedback from parents at parents evenings, workshops and other forums eg parent coffee morning groups

Staff development

A comprehensive induction programme supports staff during the initial stages of employment.

CPD needs are identified in the School Development Plan. Any issues regarding race or gender equality will be addressed through CPD and Performance Management, and will be for the following members of staff:

- Senior Leadership Team
- Classroom teachers
- Learning support staff
- Office/ Administration staff
- Lunchtime support staff
- Governors

Opportunities for CPD are:

- INSET days
- Staff meetings
- 1:1 briefings
- Coaching
- Mentoring
- Team meetings
- Courses (in-house and external)
- Subject Deep dives
- Observations
- Modelled lessons
- Performance Management target setting and review meetings
- Induction of new staff
- Outside speakers
- Distance learning

Accessibility Plan

As required by the Special Educational Needs and Disability Act (SENDA) 2001

Thameside Primary School is committed to the access of all pupils regardless of disability by making reasonable adjustments, within the remit of a mainstream school.



Improving the physical environment

What?	When?	Who?
Continued use of modular building for a year group to enable continuation of Rainbow and Garden Rooms	Ongoing	School
Use of conference room as The Nest provision	Ongoing	School - SLT
Setting up of Nest to enable individualised provision for children with complex SEMHD needs	Ongoing	School – SLT
Continued de cluttering of school so that walkways are clear	Ongoing	All school staff
Continued plan of painting of classrooms and office with light colour scheme and use of neutral colours for display boards to reduce sensory overload	Ongoing	School
Planned changes to colour of the doors by decorating them to support Visually Impaired children	Ongoing	School
Small gardens set up for children to access their learning – some with live link to the classroom	Ongoing	School
Playground wall - brick pier edges sprayed in a high contrast colour to assist visually impaired	Ongoing	School
Step to hall-edges painted in a high-contrast colour to assist visually impaired	Ongoing	School
Yellow marking tape to first floor staircase, Year 6 stairwell and hall steps to assist visually impaired	Ongoing	School
Lunchtime staff wearing sashes so that identifiable to children who need support on the playground	Ongoing	School

Improvements in the provision of information

- Visual timetables – same in every class
- Individual timetables and symbols
- Symbols for marking and feedback used by all staff



- Magnifier for screens
- PECS or communication books where appropriate
- Radio aids/ microphones linked to hearing aids for hearing impaired pupils
- Symwriter for ease of access
- Laptops allocated to children who require them to access their learning
- Picture communication books for children with speech and communication difficulties with signs around school
- British Sign Language or Makaton use for specific pupils as recommended by external professionals

Increased access to the curriculum

- Full time non class based Assistant Head of Inclusion and two part time Assistant SENDCOs
- Three times weekly sensory circuits
- Positive play (Rainbow room/Nest/rest of school)
- Funding of staff from Reading Play/Reading Stars/Sports Rules
- Play therapy
- Drawing and talking therapy
- Targeted use of TLAs
- Use of microphone/ hearing aids
- Use of work stations/small gardens
- Use of ear defenders and whisper phones
- Use of balance cushions
- Use of weighted blankets, snakes and vests
- Inside out days
- Movement/sensory breaks
- Personalised push spots
- Buddy system in FS/Y6
- Pupil tracking
- Use of support agencies
- Access to sensory consortium for advice and support re visual and hearing impairments
- Training in use of epipens, care of diabetic pupils, and care of epileptic pupils
- Training in specific medical needs including administration of Buccolam
- Use of special schools for outreach support
- PSHCE curriculum has been re-written for children who cannot access classroom curriculum
- BSquared assessment tool
- Screens to divide Rainbow Room and The Nest
- Sensory equipment e.g. trampoline and massage balls
- Sensory / tactile reading books
- Compression vest

Assistive technology

- Continued replacement of Interactive whiteboards with smart tv screens
- Text to speech software
- Easy to use keyboards
- Nessy
- Symwriter
- Additional iPads
- Ipads to support hygiene routines e.g. nappy changing
- CPOMS
- Radios for staff



Other

- Extra adult support for toilet training
- Arm/ wrist guards for adults
- Tripp Trapp chair for hall (school funded)
- Specialist seating for wheelchair users
- Height adjustable tables for wheelchair users
- Items for intimate care inc wipes, the medical waste bin, bed roll, cleaning spray, gloves, aprons, nappy bags

Please note that other resources will be purchased as required.

S.Greenaway, C.Harkins October 2023