



Queen Eleanor's Church of England Junior School  
An Academy in the Good Shepherd Trust  
Queen Eleanor's Road, Onslow Village,  
Guildford, GU2 7SD



## Equality, Disability and Access Policy

Date	Review Date	Coordinator	Responsible Body
19/07/2017	September 2019	Chair of Governors	Local Governing Body

At Queen Eleanor's CofE Junior School there is an expectation that tolerance, respect, understanding and inclusion are entitlements for all children. We have high ambitions for all our pupils and will strive to support them to participate in all aspect of school life. Aims

### 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). and it complies with our delegation of responsibilities with the Good Shepherd Trust.

### 3. The School's Approach to Promoting Equality for all

As a school we are striving to:

- eliminate unlawful discrimination and harassment and removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- ensure equality of opportunity, including Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- promote good relations and positive attitudes between people of diverse backgrounds in all its activities.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved with the range of school clubs and events)
- ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receive less favourable treatment on any grounds which cannot be shown to be justified and that access is provided to all as appropriate.
- Publish and analyse data to determine areas of strength and for development or improvement and implement actions accordingly

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.



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### 4. Equality and diversity – Aims and Values

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The school aims to provide equality and excellence for all in order to promote the highest possible standards. As a Church of England school there is a positive Christian ethos, which is implicit in all that is done. In accordance with this ethos the school:

- strives to be inclusive and promote tolerance and friendship
- prioritises respect for others and ourselves
- believes in providing equality of opportunity
- values and celebrates the diverse backgrounds of pupils, staff and the community
- encourages, supports and enables all pupils and staff to reach their potential
- ensures that bullying and racist, sexist and other discrimination or harassment is not tolerated.
- values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school aims to promote equality, value diversity and tackle discrimination across all areas of school activity including:

- curriculum
- teaching and learning
- progress, attainment and assessment
- admissions
- attendance, behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- staff recruitment and professional development
- membership of the governing body
- partnerships with parents and the community

We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability, background and experiences. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's equality and diversity policy as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to challenging negative attitudes about differences and accessibility and to developing a culture of awareness, tolerance and inclusion.

#### **A Cohesive Community**

The school has a duty to promote community cohesion and aims to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure learning, teaching and the curriculum explores and addresses issues of diversity.



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### 5. Roles and Responsibilities

#### School governors are responsible for:

- making sure the school complies with current equality legislation
- making sure that this policy and its procedures are followed.
- Interrogate the data available to consider how people with protected characteristics are affected by policies and practices
- Supporting the head-teacher and staff in endorsing an inclusive curriculum
- Nominating a governor to ensure equality of access and opportunity regardless of difference.
- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- produce and publish a **Disability access policy** to show how they will meet these duties, which states that governors will
  - increase the extent to which pupils with disabilities can participate in the school curriculum
  - improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
  - improve the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

#### The Headteacher and the senior leadership team is responsible for:

- ensuring no person, adult or pupil is discriminated against.
- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it, including at induction for new staff.
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure that all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination
- ensuring the school's Home School Agreement incorporates these principles
- ensuring visitors and contractors know and follow this policy.

#### All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- helping pupils to learn to respect one another regardless of any disability and promoting both equality and celebrating diversity throughout the school.
- Making reasonable adjustments so that no one is discriminated against because of disability or an aspect of their diversity
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities.

#### Pupils are responsible for:

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - the anti-bullying policy and specific racist and homophobic bullying



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- o developing school/class rules which challenge discriminatory behaviour.

### Parents/carers are responsible for:

- keeping equality and diversity issues on the Parent Staff Association and parent focus group agendas, through a shared input with staff on developing policies relating to this area. This may include:
  - o the anti-bullying policy and specific racist and homophobic bullying
  - o ensuring the above is explicit within the Home School Agreement.

### Visitors and contractors are responsible for:

- knowing and following the Equality, Disability and Access Policy.

### Responsibility for overseeing equality practices in the school lies with the Headteacher and Chair of Governors.

Responsibilities include:

- coordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, pupils with disabilities etc.)
- monitoring exclusions.
- Proactively striving for equality of opportunity and a celebration of diversity.

## 6. Monitoring, Reviewing and Assessing Impact

The school's Equality Policy is supported by a Accessibility plan. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision making. The Headteacher and Chair of Governors will monitor specific outcomes. The Headteacher will provide annual monitoring reports for review by the Governing Body. These will refer to the school population, key initiatives and progress against targets and future plans.

## 7. Main Priorities and Actions for Queen Eleanor's Scheme

To meet the general duty the school is going to take the following steps:

- All children will have equality of opportunity to access the curriculum and take part in school activities
- As part of all relevant aspects of the curriculum children will learn that discrimination and harassment of any kind is wrong
- The ethos of the school promotes positive attitudes, and this is an integral part of all our policies
- All stakeholders are encouraged to play an active role in the life of the school and village community
- The school and Governing Body will ensure that all reasonable steps are taken to meet the needs of disabled people even if this requires more favourable treatment.
- The school curriculum will include the opportunity for pupils to meet and engage with adults from a diverse range of backgrounds and abilities
- The school curriculum will include intervention groups such as Maths and Literacy support groups to help pupils in need.



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## Equality, Disability and Access Policy

### Publication

- This policy will be published, and a copy will be available on the School Website. Other forms of copy available by request.

The principles of equality apply to all other school policies.

### Breaches of the policy:

The school will view any breaches of the scheme with the utmost seriousness and will act in line with the Staff Discipline Policy or Behavioural Policy in the case of a pupil strictly followed.

Where a parent or volunteer does not comply with this policy they will have to explain their action to the Headteacher and/or the governing body, who will take appropriate action.

This policy was initiated in April 2012, and was reviewed and updated in 2017 by the Governing Body.

<b>Headteacher:</b>	R Blackburn	<b>Date:</b>	19/07/2017
<b>Chair of Governors:</b>	P Brayne	<b>Date:</b>	19/07/2017
<b>Policy Number:</b>	LGB-02 Equality Disability and Access Policy		



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## Equality, Disability and Access Policy

### APPENDIX 1- STATUTORY DUTIES

#### The Equality Act 2010

The public-sector equality duty (PSED) requires public bodies, including schools to recognise certain characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011 and requires public bodies to have due regard to:

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

Due regard means whenever significant decisions are being made or policies developed that thought must be given to equality implications.

Specific duties require schools to

- a) Publish information to demonstrate how they are complying with the Public Sector Equality Duty and
- b) Prepare and publish equality objectives

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it involves:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic and
- Encouraging people who have a particular characteristic to participate fully in activities.

#### Disability Discrimination Act 2005

The duty to promote disability equality, or the **general duty** (of the DDA 2005), requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

Our Disability Equality Scheme will outline how we will fulfil these duties and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an action plan.



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The National Curriculum Statutory Inclusion Statement (2000) states:

"Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils."

The Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:

The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.



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## Equality, Disability and Access Policy

### APPENDIX 2- DEFINING DISABILITY

#### Definitions

In line with the Public Sector Equality Duty (PSED) our understanding of equality relates to the following protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. However, we also recognise that people are diverse and equitable in a variety of ways and in our thinking, will not be limited by categories where they are unhelpful or do not describe the entire picture.

We understand equality as ensuring equal opportunities and fostering relationships between people who share these protected characteristics and people who do not share it.

The Trust and governing body ('we') use this following definition of disability in this policy

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA 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.'*

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

#### Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

#### Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

#### Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility;



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- 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;
- perception of risk of physical danger.

So the following questions may be helpful to consider when deciding if a pupil/adult has a disability:

1. Does the child/adult have a difficulty with any of the following 'normal day-to-day activities'?
  - *Mobility*: getting to/ from school, moving about the school and/ or going on school visits?
  - *Manual dexterity*: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?
  - *Physical co-ordination*: washing or dressing, taking part in games and Physical Education?
  - *Ability to lift, carry or otherwise move everyday objects*: carrying a full school bag or other fairly heavy items?
  - *Continence*: going to the toilet or controlling the need to go to the toilet?
  - *Speech*: communicating with others or understanding what others are saying; how they express themselves orally or in writing?
  - *Hearing*: hearing what people say in person or on a video, DVD, radio or tape recording?
  - *Eyesight*: ability to see clearly (with spectacles/ contact lenses where necessary), including any visual presentations in the classroom?
  - *Memory or ability to concentrate, learn or understand*: work in school including reading, writing, number work or understanding information?
  - *Perception of the risk of physical danger*: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?
2. Is the difficulty caused by an underlying impairment or condition?
3. Has their impairment or condition lasted, or is it likely to last, a year or more?
4. Is the effect of the impairment or condition 'more than minor or trivial'?

*If you have answered 'yes' to questions 1 to 4, then the child/adult is probably disabled under the Disability Discrimination Act. If they receive medical or other treatment to reduce or remove the effects of the condition, they may still be disabled. The test is whether the effects would recur if they were to stop his treatment.*

### Special educational needs and disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision or Education Health Care Plan to be made for them in order to be able to access the education which is available locally.



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### Appendix 3- Information Gathering

The collection of information is crucial to supporting our school in making decisions about what actions need to be taken in order to improve opportunities, outcomes and future priorities for disabled pupils, parents and staff at Queen Eleanor's CofE Junior School. Where appropriate identified priorities are included in the school scheme or are addressed by making 'reasonable adjustments' to school policies, practices and procedures.

As a school we proactively identify disabled pupils, staff and parents and those with protected characteristics or those for whom diversity is a consideration. We endeavour to ensure that all these groups are fully conversant with the full definition of disability as set out in the DDA (2005) and all the impairments that fall within the definition. Whilst the school has already consulted with pupils, staff and parents the scheme sets out to improve the quality of information gathered in order to better inform future schemes.

The primary reason for knowing who is disabled or has other additional needs is to ensure that the appropriate adjustments are made. Whilst people are not required to disclose a disability or other aspect of diversity it is in their interest to do so if reasonable adjustments are to be made. In certain cases, pupils, parents and staff may not know their impairment or health condition meets the definition of disability in the DDA.

To overcome these barriers as a school we:-

- Provide simple information on the definition of disability in the DDA;
- Are positive about the sort of adjustments that can be made and the benefits of these;
- Explain why information is needed;
- Reassure pupils, staff and parents about confidentiality;
- Ensure that the ethos of the school is conducive to disclosure in order that pupils, parents and staff know that the information they disclose will be handled sensitively and confidentially and be used to improve opportunities and outcomes.

Schools are specifically required to set out their arrangements for gathering information on the 'recruitment, development and retention of disabled employees. This is to be gathered on entry to and exit from employment and takes note of the representation of disabled staff :-

- In all aspects of the work of the school;
- At all levels of seniority within the school;
- Amongst those awarded TLR payments;
- As a permanent/temporary, full/part time or casual staff;
- In training and professional development opportunities;
- In disciplinary and capability proceedings;
- In harassment and bullying procedures;
- As contract staff;
- Among those who take sick leave;
- Among trainee teachers on placement at school;
- Among those leaving the profession early.

All of this information will be carefully monitored and analysed in order to ensure that disabled staff are fully represented at every level within the school. As a school we gather information on pupils in a variety of ways. Prior to entry this information is collected by the Local Authority (LA) as part of the admissions process. Within school this information is collated and analysed in terms of:-

Presence:-

- How many disabled pupils are in the school?



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- Which impairments are represented in the school?
- Whether there are groups of disabled pupils not represented.

Participation:-

- Curriculum access for disabled pupil groups;
- Disability issues reflected in the curriculum;
- Disabled pupils' participation in extracurricular activities;
- Parts of the school to which disabled pupils have limited or no access;
- Different forms of communication are available;
- Access to information is planned with a range of formats available;
- Other issues such as bullying peer relationships, personal care.

Achievement:-

- Detailed analysis of outcome data for disabled pupils;

### **Pupil Achievement**

All results are analysed to ensure data about all pupils' achievement is known and in particular the progress of disabled pupils can be monitored to evaluate the impact of our provision. The school ensures that personalised learning is the prerogative of pupils.

Social relationships are monitored via teacher evaluations, pastoral meetings, our PSHE curriculum, our RE curriculum, our social skills curriculum and by the SENDCO and Link Governor responsible for Special Educational Needs.

### **Admissions, Transitions and Exclusions**

We keep under review the pupils who are admitted to the school, transition arrangements and information on any exclusions will be logged (no permanent exclusions to date).

**Information Gathering:** checklist for schools and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision?
- Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are pupils with disabilities encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Are pupils with disabilities given access to opportunities to participate in a range of activities, both in and outside of school hours?
- Is bullying and harassment of pupils with disabilities monitored and is this information used to make a difference?
- Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
- Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?



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### Appendix 5- School Context

Queen Eleanor's CofE Junior School is a three form of entry primary school housed in 3 inter-connected buildings and one further separate building on the same site. The school is situated in an area containing a mixture of privately owned and council housing, and deprivation indicators and the proportion of pupils known to be eligible for free school meals are below the national average. Pupil mobility is close to the national average.

The proportion of pupils with special educational needs is 15.8% which is close to (but below) the national average, but higher than the average for the county which is currently 11.3%. The most common difficulties are specific and moderate learning difficulties.

The majority of pupils and staff are from a White British background, with white Europeans being our next largest group and the proportion of pupils from minority ethnic groups and with English as an additional language are below the national average. The majority of staff are female, but men are represented amongst teaching and support staff. The school community comprises a number of different religions, and many are from non-religious backgrounds.

The school has facilities for wheelchair users (toilet, parking, wide entry points to buildings and ramps).

End.