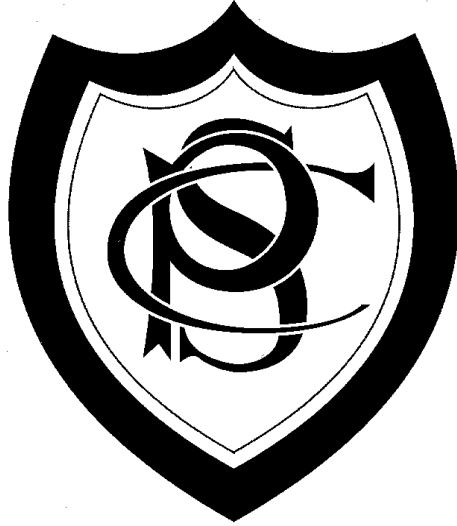


CAVERSHAM PRIMARY SCHOOL



Equality Scheme and Accessibility Plan

Date: September 2025

Review Date: September 2026

Rights Respecting Schools

Caversham Primary School is a Gold 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.

Caversham Primary School has chosen to continue producing this scheme. Caversham Primary 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 **Co-Headteachers** are 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 Co-headteachers have 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

With the right teaching, which recognises 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, computing 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:

PSHE Policy

Behaviour Policy

Supporting pupils with Medical Conditions Policy

Curriculum Policies

Monitoring and Assessment Policies

Inclusion and SEND Policy

School Development Plan

School Accessibility Plan

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. Caversham 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

Caversham 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 LA comparative data, national benchmarking data
- school data re pupil achievement and attainment
- pupil & parent voice survey results
- analysis of pupil interviews by SLT
- 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 mornings

Staff development

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

CPD needs are regularly identified. 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

**CAVERSHAM PRIMARY
SCHOOL**



Accessibility Plan 2024- 2027

Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'

This plan outlines how Caversham Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils, staff, parents and visitors with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Co-headteachers and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

| Physical Environment | | | |
|---|---|---|---|
| Outcomes | Actions | When? | Who? |
| New EYFS classrooms have improved accessibility for parents and pupils. | Review options for improving accessibility Create additional step free access to EYFS base. | By July 2025 Complete- step free access fully operational | SLT Premises Governors Caretaker |
| Corridors and all classrooms/working spaces are accessible to all. | Ensure that 'clutter' is kept to a minimum. Remove unnecessary furniture from corridors e.g. bookshelves. Remove unnecessary furniture from classrooms Ensure that classroom storage is neat and effective | On-going | SLT Teachers All staff |
| School signage is clear and uncomplicated | Review and audit signage around school Replace any signage as necessary | By July 2025 By July 2026 | Caretaker, SLT, Premises Governors |
| Appropriate access is provided for all users | Seek information on the needs of users Audit school environment Ensure that school environment supports the needs of users e.g. mark edge of steps, handrails, posts | Ongoing | Caretaker, SLT, Premises Governors |
| Seating plans are effective for all pupils including those with visual and hearing impairments. | Ensure that advice is sought and followed from external agencies including Sensory Consortium Service | On going | Teachers SLT |
| Classroom furniture and fittings enable all pupils to access learning effectively | Ensure that table heights, chairs are appropriate. Ensure that pupils have access to learning support equipment eg. standing desks, reading/writing slopes, | On going | SLT Premises Governors Teachers SENDCo |
| Staff are trained in all aspects of SEND to enable the most effective support to be given to pupils | Ensure that up to date and relevant training is delivered by SLT/ SENDCo in liaison with key professionals e.g. occupational therapist, physio etc | On going | SLT Teachers SENDCo All staff |
| Pupils with medical conditions have effective care plans in place. | Seek advice and training from appropriate external medical professionals. Ensure that care plans are written, reviewed and implemented effectively. Ensure that appropriate staff training is in place. | By December 2024 Care plans are in place and reviewed | SENDCo Teachers All staff |

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|---|---|--|--|
| Nurture spaces and group rooms provide additional space for interventions and support to meet the needs of all pupils. | Review existing provision. Develop existing provision to ensure that it is meeting pupil need. Identify potential spaces for further development. Create and develop the use of additional group rooms and nurture spaces. | By July 2025 Partly complete- Acorns Classroom operational from Sept 2025 | SLT Governors SENDCo |
| Displays around the school are mindful of the need to reduce sensory overload. School environment and decoration contributes to sense of calm | Neutral colours are used to paint classrooms, toilets and communal areas. Display boards are backed in neutral colours. Displays outside of display boards are limited to essentials. | Ongoing | Caretaker, SLT, Premises Governors. Teachers |

| Curriculum Access | | | |
|---|---|--|---|
| Outcomes | Actions | When? | Who? |
| Planning is adapted and scaffolded for all pupils to achieve. | Review and monitor planning Seek support from LA where necessary Allocate CPD and staff meeting time | By July 2025 Partly complete- ongoing cycle | SLT Teachers |
| Pupils have access to appropriate equipment to allow effective access to the curriculum and promote greater independence. IT is used effectively where necessary. | Review and audit provision. Research effective equipment/ IT- seek advice from external professionals as needed. Increase availability of resources such as reader pens. Nussy, Join me, large print materials, audio books etc | Ongoing | SLT Teachers |
| All pupils are able to access extra- curricular clubs, visits and trips. | Review current offer Consider any barriers for groups of pupils Plan for barriers to be removed Proactively encourage attendance from specific pupil groups to increase engagement and participation. Ensure that transport and activities can be adapted to meet the needs of all pupils. Consider whether additional resources/ equipment is | Ongoing | SLT Teachers PE leader Curriculum leaders Governors |

| | | | |
|---|--|---------|--|
| | needed to allow full participation and access | | |
| Pupils have a good awareness and understanding of difference, diversity and disability. | Review curriculum areas to ensure that diversity and disability are represented in all areas. Audit resources, e.g. books to ensure that they promote good understanding of disability, difference and diversity Use assemblies to develop awareness and understanding Ensure that all members of the community are valued and celebrated | Ongoing | SLT Teachers Curriculum leaders All staff |
| To ensure that all pupils are able to communicate their needs effectively in school | Develop use of PECS and communication books as appropriate Ensure that staff are trained in SCERTS and are using it to support pupils Further develop the use of visuals (in visual timetables but also as an integral part of teaching) and objects of reference across the school | Ongoing | SLT Teachers All staff Curriculum leaders |

Information Access

| Outcomes | Actions | When? | Who? |
|---|--|---|--------------------------------|
| Members of the school community are able to access school information, such as newsletters and policies in appropriate formats if required | Ensure that information is communicated electronically and can be requested in a different format if there is a need. Ensure that communication and information can be adapted for any members of the school community with visual or hearing impairment e.g. use of printed handouts & Joinme during parent presentations, specific seating requirements will be accommodated, | By July 2026 Newsletter format adapted to use more VI friendly colours, layout and fonts | SLT Admin staff Teachers |
| Visual timetables, visual cues and cue cards are used in lessons with pupils and also as part of discussions/ presentations to parents where appropriate. | Seek further training from SENDCo and LA to ensure that staff are skilled in the use of visuals. Ensure that resources are available to support staff in lessons. | | SLT SENDCo Teachers |

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|---|--|---|------------------------------|
| | Develop a bank of resources for use across the school. | | All staff |
| The school has a good understanding of any access to information issues for members of the school community. | Admissions/ new starter information packs to be reviewed to include specific questions around accessibility to information needs. Parents are encouraged to share any specific needs with the school at regular intervals e.g. through reminder emails and/ or newsletters. | By July 2025 Ongoing for 2025- 2026 | SLT Admin staff |
| Parents are able to attend meetings and receive/ share information about their child's education in an easily accessible way. | Continue with hybrid parents evening offer (virtual and in- person) so that parents can choose most appropriate format to meet their needs. Support all members of the school community to access Parents Evening booking system Use Tapestry in EYFS to share pupil learning Use Google classroom in KS1 & KS2 to share pupils learning Ensure that pupil reports are presented in an easy to read format and are available in different formats if required. | Ongoing | SLT Teachers All staff |
| Parents of pupils with a disability are effectively supported by the school. | Review current documents to ensure that our school prospectus/information explicitly welcomes children with SEND Ensure that parents of children with a disability are aware of support that is available through LA, Reading Services Guide and Local Offer Develop a network of support for parents of pupils with a disability through establishing regular SEND coffee mornings. | By July 2025 Ongoing for 2025- 2026. | SLT SENDCo All Staff |

