



Brampton Abbotts CE Primary School



Bridstow CE Primary School



**Oak Meadow Federation**

**EQUALITY AND ACCESSIBILITY PLAN,  
DATA AND OBJECTIVES**

**CHAPTER 4:  
CURRICULUM DELIVERY POLICY SUITE**

This policy will be reviewed and updated by the Governing Body at least annually.  
All references to 'the school' imply both Brampton Abbotts and Bridstow Primary Schools.

Policy approved by Governing Body on 17<sup>th</sup> October 2022

Signed Daniel Brearey, Headteacher

Paul Mason, Chair of Governors

Date next review due: October 2023

## **Introduction**

Our vision is rooted in Psalm 1:3: 'You are like a tree, planted by streams of water that never run dry. Your fruit ripens in its time; your leaves never fade or curl. In all you do, you prosper'. To this end, and in order to create a positive learning environment, this policy suite sets out the school's approach to treating each other fairly, and to providing opportunities for open and honest feedback that enables pupils to grow and develop.

This suite of policies aims:

- to ensure all children are supported to achieve their potential, knowing their achievements and what they need to do next;
- to ensure that suitable reasonable adjustments are put in place to enable all children to engage fully in the life of the school and to achieve their potential.

This policy suite contains the following chapters:

[Chapter 1](#): Assessment, feedback and marking

[Chapter 2](#): Educational visits

[Chapter 3](#): Home learning and remote learning with technology

## **[Chapter 4](#): Equality policy and information, including accessibility plan**

[Chapter 5](#): SEND policy

[Chapter 6](#): Looked-After Children

[Chapter 7](#): Supporting children with medical conditions

[Chapter 8](#): Children with health needs who cannot attend school

[Chapter 9](#): Elective home education

Other key school documents to refer to are:

- Safeguarding suite
- Curriculum contents suite

## **Complaints and whistleblowing**

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns following the school's whistleblowing policy.

## **Compliance**

This policy is set out in line with the legislation, statutory guidance and good practice guidance set out at Appendix 1.

## **CHAPTER 4: EQUALITY AND ACCESSIBILITY PLAN, DATA AND OBJECTIVES**

### **4.1 A whole-school approach**

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We aim to create an environment in which diversity is welcomed and all children and staff have an equal opportunity to flourish, free from discrimination.

We want each child to enjoy a full and busy school life, and to appreciate the value of friendship, respect and diversity. All staff members strive to ensure that each child achieves their potential academically, physically, emotionally and socially.

We want each staff member to feel valued, supported and enabled to develop. To achieve this, equality, diversity and cohesion must be part of our day-to-day practice. As such, they are embedded throughout our core values, curriculum planning and policies.

### **4.2 Roles and responsibilities**

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Creating this environment is the responsibility of everyone in school.

It is the headteacher's responsibility to ensure that supporting tools are in place to enable this, that it is embedded into policies, and that information is monitored routinely to ensure that any equality issues are identified and acted on promptly. The headteacher is supported by the governors in this role.

### **4.3 Equality data**

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To ensure that we are achieving our aim of creating this environment, we routinely monitor information to ensure that no groups of people are being left behind or treated unfairly, and to ensure that there are many opportunities to promote diversity and build understanding and respect.

This information also helps to ensure that we are fulfilling our commitment to the participation of pupils with disabilities in the curriculum and extra-curricular activities and to the equal access of pupils with disabilities to information and to the school's physical environment.

### **4.4 Accessibility plan**

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The equality plan also incorporates our accessibility plan, and therefore incorporates our work to:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided, and;
- improve the availability of accessible information to disabled pupils.

Following discussions with pupils, parents and staff, we have identified the following as the most important priorities for this academic year.

#### **Increasing the extent to which disabled pupils can participate in the curriculum:**

To ensure children are accessing learning at their own target level through quality of teaching and interventions.

To ensure appropriate resources are acquired in order to support children with disability to access the curriculum and reasonable adjustments are made to facilitate this including ICT.

#### **Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided:**

To ensure that the school site is improved to further maintain access to the physical environment for pupils, staff and visitors with disabilities

To complete targets set through the accessibility audit from April 2020 (by headteacher)

**Improving the availability of accessible information to disabled pupils:**

Resources are created and acquired in order to ensure that communication is accessible to all. Communication in print is used throughout the school for symbol signage where necessary.

**4.5 Equality objectives**

The analysis summarised in 4.3 and 4.4 has highlighted the following areas of focus for us.

<b>Objective</b>	<b>Measure</b>
Reduce the gap in attainment between Pupil Premium and Non-pupil premium children.	SATS results
To increase pupils' understanding of the range of ethnicities, religions and lived experiences both locally, nationally and internationally throughout the curriculum.	Teacher assessment
Ensure the school's Christian Vision and core values of 'Work Together, Grow Together, Flourish Together' are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity (in all respects) as a strength of the school.	Parent surveys Formative teacher assessment Pupil surveys

**4.6 Equality and accessibility action plan**

The following plan sets out how we will achieve the objectives set out in section 4.5. This plan is monitored every term by the headteacher, and reviewed annually by the headteacher and governors.

<b>Action</b>	<b>Who</b>	<b>By when</b>	<b>Notes</b>
<b>Objective 1:</b> Reduce the gap in attainment between different minority groups (inc PP, EAL, etc.) to ensure all children have the opportunity to succeed.			
Data snapshots identify key target pupils and groups and ways to help target these pupils specifically	Head and Teachers	End of Autumn and End of Summer terms	
All TAs and teachers have specific suite of interventions to help address specific attainment issues.		End of Autumn and End of Summer terms	
Regular review of key groups to ensure specific needs have been met		End of each half term.	

<b>Objective 2:</b> To increase pupils' understanding of the range of ethnicities, religions and lived experiences both locally, nationally and internationally throughout the curriculum.			
Curriculum review planning (annual) to account for embedding a wide range of ethnicities and cultures into standard themes and topics	Curriculum leaders	Ongoing	
Weekly and monthly collective worship planning to actively address different ethnicities and lived experiences.	Clergy and School leaders	Ongoing each term	
RE curriculum to ensure that all key religions are covered (based upon SACRE Agreed Syllabus)	RE Leads	Part of RE review work	
<b>Objective 3:</b> Ensure the school's Christian Vision and core values of 'Work Together, Grow Together, Flourish Together' are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity (in all respects) as a strength of the school.			
School Development Plan redesigned to take account of vision and values update	School leaders	By end of Summer term for following academic year	
Core school documentation and practices to account for vision statement (part of review cycle)	Head and Gobs	Ongoing	
Curriculum review accounts for a diverse view of the modern local, national and international pictures		Part of all subject reviews	

**Appendix 1: Legislation, Statutory Guidance and Good Practice Guidance**

[DfE Equality Act 2010: Advice for Schools](#)

[Guidance from the Equality and Human Rights Commission \(EHRC\)](#)

[EHRC Employment Advice](#)