



Equality & Accessibility Policy and Plan Equality Objectives 2025 - 2027

This policy has been developed through a process of consultation with the relevant Recognised Trade Unions and due to the complexities of this area of employment and education law, the Local Authority expects all Governing Bodies of Community and Voluntary Controlled schools to adopt this policy without amendment.

Should, exceptionally, a Governing Body seek to amend this recommended document or adopt an alternative procedure, the Governing Body must undertake formal consultation collectively with the Secretaries of the Recognised Trade Unions and confirm any amendments with the Local Authority via Haringey Schools HR

The Governing Body of St James Primary adopted this policy on:

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Document Control

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0.1	29/06/2022	Final comments from TU
0.2	01 July 2022	Final version
Decision making body & date of approval	Approved by School Consultative Group (SCG)	
Summary of Changes	New	

1. Introduction

This policy sets out the commitment of the Governing Body of St James Primary School to the principles of inclusive education and the responsibilities of the school leadership, whole staff and governors to ensure that all pupils, staff, parents/carers and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

St James Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents/carers. Educational Health Care Plans are made for those pupils who require bespoke provision.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

2. Aims

The aim of this policy is to ensure that our school is inclusive, that it reflects and informs our school ethos and is embedded in the life of the school community.

We have high ambitions for all our pupils; we expect pupils with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As a school, we promote the individuality of all our children, irrespective of differences such as: ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all our children every opportunity to achieve the highest of standards.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

As an employer, we must ensure that we comply with the requirements of the Equality Act 2010, which with regards to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
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3. Statutory Duties and the Legal Framework

Equality Act 2010

The Equality Act 2010 brings together under one Act all the requirements regarding equality and discrimination. The Act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A key measure in the Equality Act is the Public Sector Equality Duty, which came into effect in April 2011. This states that in carrying out their functions, public bodies are required to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. These specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- to prepare and publish equality objectives.

Schools will then need to update their published information at least annually and to publish objectives at least once every four years.

4. Roles and Responsibilities

Role of the School Governing Body

- Delegate powers and responsibilities to the Head of School to ensure all school staff, parents/carers and visitors to the school are aware of and comply with this policy
 - Responsibility for ensuring funding is in place to support this policy
 - Responsibility for ensuring policies are made available to parents/carers
 - Nominate a link governor to visit the school regularly, to liaise with the Head of School and to report back to the Governing Body
 - Responsibility for the effective implementation, monitoring and evaluation of this policy.
 - Ensuring that the school information and equality objectives are in line with statutory directives and published on the school website.
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Role of the Executive Head Teacher

- Report to the Governing Body on the procedures in place for school staff (including agency staff) with disabilities.
- **In employment, to ensure that:**
 - Posts are properly advertised and all applicants are judged against explicit and fair criteria;
 - Applicants from all backgrounds are welcomed and posts are made available to all;
 - Best applicant who meets the criteria is offered the post
 - Reasonable adjustments are considered for applicants with disability to ensure that they are not disadvantaged but not treated more favourably than others;
 - All job description and adverts include a commitment to promoting equality and recognising and respecting diversity.
- Inform the Governing Body on the training programme for school staff
 - Annually report to the Governing Body on the success and development of this policy
- Monitor the effectiveness of this policy

Role of the Head of School

- To work closely with the Senior Leadership Team to ensure awareness and implementation of the policy, Scheme and Plan.
 - Set standards and ensure compliance with and actively promote the policy
 - Work closely with staff responsible for overseeing the premises, curriculum, communications, and training opportunities.
 - Ensure that all school staff (including agency staff), pupils and parents/carers are made aware of and comply with this policy and undergo relevant training.
 - **In employment, to ensure that:**
 - Opportunities for career progression and professional development is fair and accessible to all staff irrespective of their protected characteristics.
 - To create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that they feel positively supported.
 - Monitor the effectiveness of the Disability Accessibility Plan for pupils.
 - Helping pupils to recognise, understand and learn how to treat people with disabilities by:
 - Identifying different kinds of disabilities;
 - Visualising what it might feel like to be disabled;
 - Supporting and interacting with disabled people;
 - Empathising.
 - Ensuring good lines of communication are in place with parents namely:
 - School Newsletters.
 - Regular information letters.
 - Website.
 - Annual pupil reports.
 - Termly parent-teacher meetings.
 - Curriculum evenings.
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- Identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;

Role of School Employees

- To be aware of the policy and the expectations
- Comply with and actively promote the school's policy
- Value the diversity of individuals and not discriminate, bully or harass any on any grounds.
- To ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views.
- Undertake mandatory and any other relevant equalities training as and when required.
- Be aware of how to report any witnessed breach of the policy.

Role of Premises/Site Managers

- Undertaking a needs analysis that will identify what improvements to the school building are required plus other issues that need to be considered.
- Identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides.
- Identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that the school offers.
- Annually review the Disability Accessibility Plan

School HR Services

- Provide training on equalities and diversity in employment and guidance on changes to legislation
- Learning and development initiatives to help deliver agreed equalities aims and objectives
- Consulting head teachers and staff on employment issues and providing mechanism to feedback e.g. staff Attitude Surveys and Focus groups
- Advise head teachers on reasonable adjustments for disabled employees and Access to Work
- Support head teachers when investigating matters through the formal stages of the employment procedures

Role of Pupils

- Pupils will be aware of and comply with this policy

Role of Parents/carers

- Be made aware of this policy
 - Work closely with the school.
 - Monitoring the effectiveness of the Policy and know how to report any shortcomings
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5. Accessibility Plans

Schools need to carry out accessibility planning. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Schools must implement accessibility plans, which are aimed at:

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

- At St James, corridors and door frames are wide and allow for wheelchair access.
 - The school is all one level allowing for ease of access for people with physical disabilities.
 - Our Inclusion plans and policies are available on the school website.
 - Our Inclusion Lead – Andrea Batten – a qualified SENCO and our Assistant Head Germaine Bailey is currently completing the NPQSENCO.
 - There are ramps for all classrooms and the main entrance
 - There are disabled toilets at both end of the school building and in the stand-alone classrooms block.
 - The majority of our staff are first aid trained and there are five paediatric first aiders, including two in the EYFS setting
 - The school has a defibrillator on site.
 - Outside the school, there is a disabled parking bay and the school car park is available for parents with disabilities.
 - Access requirements of the school are regularly reviewed based on the needs of the school community.
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Appendix 1: Accessibility Plan

Objectives are categorised according to the three aspects:

a) Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum. (See below)

B. Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled. (See below)

C. Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

Aspect	Target(s)	Strategies	Outcomes	Timeframe(s)	Goals achieved
A	<p>As required for implementation of the Code, to ensure appropriate accommodations are in place for pupils with SEND (and other barriers to learning) attending the school, informed (in planning and review procedures) including:</p> <ul style="list-style-type: none"> Identifying pupils with SEND Raising awareness amongst staff (see below) Introducing appropriate reasonable adjustments, as required (see below) Introducing appropriate access arrangements, as required (see below). 	<ul style="list-style-type: none"> Whole staff training for staff on neurodiversity, disability, legal responsibilities identified in the SEND Code of Practice and the Graduated Approach. Embed approach to identifying children with SEND and raise awareness with teachers, teaching assistants through staff training and parents through information available on the school website. Personalised learning plans for all children on the SEND register Individual Education Plans in place for pupils with a high level of need Continued monitoring of SEND pupils as they progress through school through tracking data and pupil progress meetings Staff CPD Continue work with external professional agencies to support 	<p>Children with SEND will make measurable progress from their own starting points.</p> <p>Raised staff confidence in strategies for differentiation evident in planning and monitoring resulting in increased pupil participation, particularly for those with SEND.</p>	Ongoing	<p>All relevant information available on school website.</p> <p>Ongoing CPD for staff</p> <p>See SEND Report to Governors July 2024 and 2025</p> <p>SDP Target 2025-26</p>

		<p>children with disabilities and other barriers to learning.</p> <ul style="list-style-type: none"> • Additional needs identified early and support put in place by SENCO and class teachers • Additional staff and staff training – Inclusion Lead and trainee SENCO in place to address and support growing SEND needs across the school 			
A	School to play a greater role in the identification of and support for pupils with SEND during the Admissions' Process	<ul style="list-style-type: none"> • Continue to request information from previous school and child information sheets completed by parents on enrolment • Head of School/EYFS Lead and Inclusion Lead to continue to work with parents and previous educational settings to create individual transition plans for pupils when appropriate 	New pupils will have a smooth transition to St James.	Ongoing	September 2025: Smooth transitions ensured successful change of setting and move to St James
A	Continue to raise staff awareness, through the provision of professional development, of their and the School's duties towards pupils with SEND	<ul style="list-style-type: none"> • Staff access to appropriate CPD • Identify training needs as appropriate for teachers, teaching assistants based on Performance Management reviews and the access requirements of current pupils • Senior leaders to attend relevant course and disseminate to staff as required 	<p>Pupils with SEND will be well supported by teachers and teaching assistants. Progress will be at least as good as their peers and where slow progress is identified a review of the pupil's personalised learning plan will take place.</p> <p>All children are able to access the curriculum through constant review of teaching methods to meet the needs of pupils.</p>	Ongoing	<p>See SEND Report to Governors July 2024 and 2025</p> <p>SDP Target 2025-26</p>

A	Improve provision of information to staff leading activities, trips and visits regarding pupils with SEND.	<ul style="list-style-type: none"> • Summary of personalised learning plans shared with staff leading trips and external visits • Children with social, emotional and mental health needs identified, triggers and supporting strategies shared with all staff 	Children with SEND will access the full range of learning opportunities.	Ongoing	<p>Part of risk assessment process when planning school trips.</p> <p>Individual planning for pupils with SEND participation in school performances and class assemblies carefully planned in partnership with parents.</p>
A	Improve curriculum planning in light of feedback from staff and pupils' needs.	<ul style="list-style-type: none"> • Curriculum maps include half termly 'champions' in each class chosen to reflect the diversity of the school community including those with disabilities and neurodiversity. • Evaluate and review curriculum maps annually by senior leaders, subject leaders and teachers to reflect the diversity of the current pupil population • Introduce additional interventions or support strategies as appropriate and ensure staff are trained e.g. Wellcomm Speech and Language 	All children will identify and recognise themselves in the curriculum including those with neurodiversity and disabilities.	Ongoing	<p>Curriculum review complete – broad range of champions representative of all protected characteristics.</p> <p>Pupils chose broad range of champions for class names including those with neurodiversity e.g. Thunberg, Turing.</p> <p>Widgit purchased to support needs of all pupils including those with autism.</p> <p>Neurodiversity week planned for June 2026</p>
B	To continue to enhance access to Admissions' information for prospective pupils and parents.	<ul style="list-style-type: none"> • School website includes inclusion tab and link to external SEND services including the local offer 	Prospective parents will feel well informed about the provision	Ongoing	Meetings with prospective SEND parents

		<ul style="list-style-type: none"> Physical prospectuses available for prospective parents Head of School available to discuss access requirements on tours for prospective parents Review of Admissions policy 	available for pupils with SEND at St James		
B	Approaches to improve the availability of written / visual information in alternative formats.	<ul style="list-style-type: none"> Digital strategy to update school technology including laptops, iPads and desktop computers Continue to explore a range of recording options e.g. photos, videos, use of iPads etc. and match these to meet individual needs Make sure software is installed where appropriate through technical support from Turn it On Laptops and physical copies of homework available to improve access to home learning opportunities 	<p>Pupils will use alternative methods of recording their work wherever appropriate.</p> <p>All pupils will be able to access and produce written work through reasonable adjustments made and identified through personalised learning plans.</p>	Ongoing Three – year Digital strategy	<p>2x 30 new iPads .</p> <p>CPD on creative approaches to RE and engagement across the curriculum</p> <p>30 new laptops Digital strategy 2025/26</p>
B	To ensure exam scripts are accessible to all pupils	<ul style="list-style-type: none"> Statutory deadlines for registration and application for access arrangements are met by HoS and Assistant Head Request for enlarged print, early open made as required by each cohort Individual access arrangements planned, delivered and disclosed appropriately Teaching assistants to be deployed effectively to support children during statutory testing 	All children taking statutory tests will be given the appropriate access arrangements to ensure they can achieve to their full potential under exam conditions.	Ongoing	<p>Accessibility planning for SATs test is discussed at pupil progress meetings and planned across the year.</p> <p>Parents KS2 SATs meeting</p>

C	Improve access for pupils with reduced mobility to St James and School Trips	<ul style="list-style-type: none"> • Pre-visits for school trips carried out by teachers • Access arrangements discussed with parents • Risk assessments consider access arrangements for the class and individual children 	Children with SEND will access the full range of learning opportunities.	Ongoing	Part of risk assessment process when planning school trips.
	Over time, improve access for pupils with reduced mobility to areas of the school and to other areas where access is restricted	<ul style="list-style-type: none"> • Governors and senior leaders to ensure all building and improvement projects take access into account • All areas of the school are clearly defined for the visually impaired e.g. white lines on steps, signage in large print, clearly defined handrails • PEEPS are in place for all who require them 	<p>The school grounds are accessible to all.</p> <p>All disabled visitors, staff, pupils and parents have safe access to the school and emergency exits</p>		<p>Accessibility needs of wheelchair users considered when planning fitting of school stage.</p> <p>Office refurbishment February 2025 compliant with disability access arrangements</p>

Appendix 2: Equality Objectives (Reviewed March 2026)

Objective 1

Pupils have equitable access to and intersectional representation in a rich and diverse curriculum with teaching and intervention which meets their needs.

- The inclusive curriculum provision is pertinent and engaging, deepening the children's sense of belonging
- The St James curriculum reflects the school community and celebrates diversity which is inclusive of all protected characteristics
- Enhances the children's educational experience and therefore raises standards for all groups of pupils

Objective 2

Pupils have the best possible opportunities to achieve in a positive and respectful school culture in which pupils feel safe.

- Inclusive safe environment where incidences are rare and when they occur are swiftly acted upon
- Children will talk confidently and respectfully about a range of topical issues related to diversity and inclusion
- Opportunities for staff to reflect on their own thinking, remain mindful of how to address their own unconscious biases and consider how we instill this in our pupils

Objective 3

Pupils have the best possible opportunities to develop socially and emotionally and have their talents and interests recognised.

- Students' roles are inclusive and representative of the school community
- All children have opportunities to explore and develop their skills in a variety of contexts
- All children have a voice to express areas they feel the school does well and could improve further

Objective 4

The leadership of the school to be conspicuously ambitious and accountable for raising the profile of Black Caribbean and BME pupils in relation to improved attainment and outcomes, understanding of culture and valuing difference in line with the Haringey pledge.

- Parents and governors will be informed and aware of school developments and areas for improvement, collaborating together to improve school outcomes
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- Progress and attainment will be equitable for all children with clear systems to challenge underperformance, with timely interventions in place to secure high aspirations of both children and teachers

Objective 5

Broaden the scope of the conscious inclusion plan to include all protected characteristics.

Ensuring equitable access to the curriculum and wider school opportunities for all pupils.

- All leaders will be able to articulate and discuss their contribution to creating an inclusive curriculum set in an environment which challenges any form of discrimination
 - All children will have equal access to the curriculum through continuous professional development to develop teaching excellence for all pupils
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