



Single Equalities Policy
& Accessibility Plan
2025-2028

Great Harwood St. John's CE Primary

"Where everyone shines with God's love"

Single Equalities Policy & Accessibility Plan

We at St John's CE Primary School are committed to meeting the needs of our pupils and ensuring that they make progress. In line with our mission statement, we aim to:

Build a better place, where:

Everyone is welcome;

No one is ever lonely;

We respect and trust each other;

There is always someone to ask for help;

People help us to be the best we can.

Great Harwood St John's CE Primary School statement of intent

'Where everyone shines with God's love.'

As a Church of England school, our curriculum has Christian values at its heart. It is our intent at Great Harwood St John's that ALL learners leave our school with a lifelong love of learning and they know that they are loved and treasured as individuals. To enable them to do this our curriculum has been carefully designed around our children, celebrating differences and developing the uniqueness of each child. We recognise children's starting points and quickly set about developing their phonics, early reading and maths skills through first hand experiences. Throughout their journey with us at St John's, we shower the children with enrichment opportunities to broaden their horizons and enhance their curiosity about their local community and the world around them. Staff work collaboratively, utilising each other's expertise to ensure a clear, coherent, well-balanced curriculum made bespoke to us. Ultimately, the day to day decisions of the school are to ensure that the whole child's needs are met whether this is academic or social and emotional.

AIMS OF POLICY

The policy outlines the commitment of the staff, pupils and governors of Great Harwood St John's CE Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body

- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

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.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our children say “It doesn’t matter who you are at our school, we treat everyone as we would wish to be treated.”

OFSTED says: Parents and carers were overwhelming positive about the experiences that their children gain at Great Harwood St John’s. The school has worked successfully to form strong relationships with pupils and their families. Pupils were clear about the importance of treating everyone fairly, the spoke with a well-developed understanding of the different types of discrimination. Pupils were adamant that any form of prejudice is not tolerated in their school.
OFSTED Inspection Report 2023

School in context

- Great Harwood St John’s CE Primary School is a mixed gender school.
- Our school is a slightly smaller than average primary school with approximately 160 children on roll. This number has increased steadily over the last 5 years.
- 51% of pupils of white British heritage, 32% of Pakistan heritage, 4% white/Pakistan heritage, 0.6% of African heritage and 1% European heritage
- 66% of pupils speak English, 34% speak other languages.
- 25% of staff who are of Asian heritage and 72% White British heritage
- 82% of Governors are of White British heritage 18% are of Pakistan heritage
- No Governors that have informed us of a disability and 4% of staff have declared a disability
- 43% of our pupils are eligible for FSM
- 47% boys and 53% girls
- 13.2% of pupils with SEN
- 4.4% of pupils with a disability
- 4.4% of pupils have an EHCP (6 pupils)
- 1.2% of pupils are looked after or previously looked after children.
- According to data from Lancashire, 78% (this is a rising trend) of pupils at this school, live in a socially deprived area, in terms of: education, training and skills; income; employment; health

and disability; barriers to housing and services; crime; and living environment. The rest live in moderately deprived areas.

- There are a number of same –sex families at our school.
- Due to the nature of the building the school is not accessible to all members of the community.

Legislation and Guidance

This document refers to 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.

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schoolsengland>

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is the chair of the governing board. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Eliminating Discrimination

At Great Harwood St John's CE Primary School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 3 years. The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing Equality of Opportunity

- 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)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering Good Relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Publicising the Policy and Plan

The policy and plan will be published on the school website. Hard copies will be available on request.

Equality Objectives

- To identify pupils who may need adapted or additional provision when starting school in Foundation Stage.
- To identify pupils who may need adapted or additional provision when moving to our school.
- To comply with the Equality Act 2010.
- To establish and maintain close liaison with parents and carers.
- To establish and maintain close liaison with outside agencies for pupils with additional needs.
- To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.
- Improve the physical school environment.
- Ensure that reasonable adjustments are made for pupils, staff and visitors with a disability, medical conditions or other access needs.
- To provide further opportunities for the school community to understand more about diversity and the protected characteristics.
- To enable improved access to written information for pupils, parents and visitors.
- Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can fully support their child's education.

Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show

we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

Approved by Governors – May 2025

Date to be reviewed – Summer 2028 unless required sooner.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To identify pupils who may need adapted or additional provision when starting school in Foundation Stage.	To liaise with pre-school providers to prepare for the new intake of children into Foundation Stage each year.	May – July Annually	HT, Senco, EYFS teacher	The appropriate provision is in place for when the child/children start school.
To identify pupils who may need adapted or additional provision when moving to our school.	To liaise with other schools to prepare for the intake of new children who transfer within a year.	Ongoing as the need arises	HT, Senco	The appropriate provision is in place for when the child/children start school.
To comply with the Equality Act 2010.	To review policies to ensure that they reflect inclusive practices and procedures.	Ongoing	SLT, Governors	All policies clearly reflect inclusive practice and procedure.
To establish and maintain close liaison with parents and carers.	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	To ensure collaboration between all key personnel.	Ongoing	SLT/ Senco, all teaching staff and outside professionals.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
To include pupils with a disability, medical condition or other access needs as fully as possible in	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed.	Ongoing	SLT, Senco, all teaching staff, extra-curricular providers and educational visits settings.	Evidence that appropriate considerations and reasonable adjustments have been made.

the wider curriculum including trips and residential visits as well as extra-curricular provision.	Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.			
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils, staff and visitors with a disability, medical condition or other access needs can access school.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment.	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SLT, site supervisor and Governors.	Evidence that appropriate considerations have been made wherever physical school improvements are made.
Ensure that reasonable adjustments are made for pupils, staff and visitors with a disability, medical conditions or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, Senco, all teaching staff and site supervisor.	As full as possible inclusion for all pupils, staff and visitors. Safe evacuation in an emergency.

Aim 3: Improve the delivery of information to pupils, staff, parents/ carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To provide further opportunities for the school community to	Follow the PSHE curriculum. Take part in a diversity week where the children	Ongoing but also during the 2025-26 academic	All staff members.	The children will have a greater understanding of diversity and the protected

understand more about diversity and the protected characteristics.	will learn more about diversity and the protected characteristics.	year.		characteristics.
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Ongoing	SLT, Senco, all teaching staff and site supervisor.	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	All school staff including our Home/School liaison officer.	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.