



## Equality and Accessibility Policy

**Date adopted by Writtle Schools' governing bodies:** 24th March 2026

**Frequency of review:** 3 years

Below is the complete, expanded document combining the **Equality Information and Objectives Policy** and the **Accessibility Plan**. No content has been abridged; all legislative requirements, roles, and action plan details from both source documents are included.

### 1. Aims

Our school aims to meet its obligations under the **Public Sector Equality Duty (PSED)** and the **Equality Act 2010**. We are committed to:

- Eliminating discrimination, harassment, victimisation, and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not.
- Fostering good relations across all protected characteristics.
- **Increasing access for pupils with disabilities by:**
  - Increasing the extent to which pupils with disabilities can participate in the curriculum.
  - Improving the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
  - Improving the availability of accessible information to pupils with disabilities.
- Supporting the families of young carers and ensuring the school is welcoming to parents/carers with disabilities or illness.

The protected characteristics covered by this policy are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, socio-economic background.

### 2. Legislation and Guidance

This document is based on the following legislation and guidance:

- **The Equality Act 2010:** Including the PSED and Schedule 10 regarding accessibility.
- **The Equality Act 2010 (Specific Duties) Regulations 2011:** Requiring the publication of equality information and objectives.
- **SEND Code of Practice:** Defining disability as a physical or mental impairment that has a 'substantial' and 'long-term' (a year or more) adverse effect on daily activities.
- **DfE Guidance:** Including 'The Equality Act 2010 and schools'.

### 3. Roles and Responsibilities

- **The Governing Board** will ensure equality information is published annually, objectives are updated every 4 years, and the accessibility plan is reviewed every 3 years.

- **The Headteacher** will promote knowledge of equality objectives, monitor success, and ensure "due regard" is given to equality in all decision-making.
- **The Designated Member of Staff for Equality** (Claire Storer - Inclusion Leader) will support the headteacher in identifying training needs and promoting the objectives.
- **All Staff** are expected to work toward the school's equality objectives and follow the accessibility action plan.

## 4. Eliminating Discrimination

The school complies with non-discrimination provisions by:

- Including equality references in all school policies.
- Ensuring staff and governors are regularly reminded of their responsibilities during meetings.
- Providing Equality Act training for new staff as part of their induction, with regular refreshers for all staff.
- Making **reasonable adjustments** for pupils with disabilities, such as the provision of auxiliary aids or adjustments to premises.

## 5. Advancing Equality of Opportunity

We aim to advance equality by:

- Removing or minimising disadvantages suffered by people connected to a particular characteristic.
- Taking steps to meet the particular needs of people with specific characteristics.
- Publishing attainment data annually to show how pupils with different characteristics are performing and implementing actions in response.

## 6. Fostering Good Relations

We promote tolerance and understanding through:

- Curriculum teaching in RE, PSHE, and Citizenship, and using literature from a range of cultures in English.
- Assemblies dealing with relevant issues, involving external speakers and pupil leadership.
- Working with local community and faith groups.
- Implementing initiatives to deal with tensions, such as school councils with diverse representation.

## 7. Accessibility Action Plan

Aim	Current Good Practice / Objectives
<p><b>1. To increase the extent to which pupils with a disability, medical condition or other access needs, can participate in the school curriculum.</b></p>	<p>We reduce and eliminate barriers to access the curriculum and ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision includes: 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.</p>

<p><b>2. To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.</b></p>	<p>We ensure that reasonable adjustments are made to the school building/ grounds for pupils with a disability, medical condition or other access needs. This includes regular health and safety checks and necessary repairs or adjustments to ensure equality of access.</p>
<p><b>3. Ensure effective delivery of information to pupils, staff, parents/carers and other members of the school community</b></p>	<p>We ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so they can fully support their child's education.</p>

## 8. Equality Objectives

**Objective 1:** Create a termly report which analyses attendance, exclusions and achievement by all groups identified in this policy. Take action to address any disparities between different groups of pupils if patterns are identified and include these in the Headteacher's report to Governors on a termly basis.

**Objective 2:** To continue to make contact with different ethnic/ religious groups within and outside the school community in order to: enrich the curriculum, be representative of all school groups and broaden the pupils' awareness of cultural/ gender/ sexual diversity in a positive, age appropriate and meaningful way. Curriculum plans are updated every half term and are monitored by SLT.

**Objective 3:** To continue to engage 'hard to reach' parents and those from disadvantaged groups, ensuring that SLT are aware of local initiatives that can support families and that these are shared with the whole school community. SLT will liaise with other agencies as appropriate to ensure that pupils and families needs and entitlements are met.

**Objective 4:** To ensure that children in receipt of Pupil Premium and other identified groups are able to develop their talents and interests, creating equality of opportunities regardless of socio-economic background. To ensure extra-curricular opportunities both within school and in the wider community are advertised to parents and funded places are made available wherever appropriate.

## 9. Monitoring and Review

- **Equality Information:** Updated annually.
- **Equality Objectives:** Reviewed every 4 years.
- **Accessibility Plan:** Reviewed every 3 years.
- **Policy Document:** Reviewed annually by the governing board.

## 10. Links with Other Policies

This document links to:

- Risk Assessment and Health and Safety Policies.
- SEN Information Report and SEND Policy.
- Supporting Pupils with Medical Conditions Policy.
- Complaints Procedure (which covers the accessibility plan).