Accessibility & Equality Plan

Approved by: Hardip Lawana	**Date:**
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Governing Board Signature:	

Version	Date	Comments
1	Summer 4	Created
For information	This Plan incorporates Harmondsworth Primary School's commitment to equality, inclusion, diversity and accessibility for Harmondsworth's school community.	

Introduction

At Harmondsworth Primary we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of protected characteristics or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

The action plan at the end of this scheme outlines the actions Harmondsworth Primary will take to meet the general duties detailed below. The plan will be made available online on the school website, promoted through the school newsletter, **assemblies, staff meetings and other communications. Alternative formats and paper copies will be made** available upon request.

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

Relationship to other documents & policies

This policy links to other specific policies and action plans that the school produces including:

- School Development Plan
- Behaviour Policy
- Teaching and Learning Policy
- Complaints Policy
- Special Educational Needs Offer and Policy

Our Values and Aims for Equality, Diversity Inclusion and Accessibility at Harmondsworth Primary School

At Harmondsworth Primary School we have high expectations for work and behaviour. We believe intelligence and ability are not fixed and if our children develop skills such as resilience and independence and apply themselves, they can meet their full potential and achieve great things. One of our core values is that our school community 'THRIVE'':

T Tolerance and Teamwork
H Honesty and Happiness
R Resilience and Respect
I Independence and Inclusiveness
V Vision and Voices
E Equality and Enjoyment

We aim to achieve these values by creating an environment where:

- Pupils and adults are happy to come to school every day and are proud of what they achieve;
- Parents and carers are confident that their children are safe, happy, making good progress and that their voices are heard;
- All pupils are given the support and challenges they need to learn and succeed in the world beyond school – their quality of life is key;
- All staff create consistently positive learning experiences that engage and challenge all our pupils.

Our school motto is **'Learning Together'** which illustrates that are all learning together to allow our pupils to thrive.

Defining Equality, Diversity, Inclusion and Accessibility

Equality, Diversity Inclusion (EDI) and Accessibility affects everybody. Its impact touches every part of our work, whether it is the young people, families we work with, or our staff and volunteers. Only by recognising and valuing difference and treating everyone with dignity and respect, can we create a truly effective school community, that has a positive impact on people's lives.

Our EDI and Accessibility vision is to become a place that embraces, enables, and champions equality, diversity, and inclusion. We want children and families, our staff, in fact, anyone who encounters us to feel they belong and can bring their whole selves to Harmondsworth Primary School.

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning, or catering staff employed at the school as well as pupils, parents, and school governors.

Equal Opportunities ensures that our policies, procedures, and practice do not discriminate against the people within or associated with the organisation or individuals using its services. It is about treating people fairly and equally regardless of who they are, their background or their lifestyle.

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity, we can meet difference needs creatively to ensure opportunities are available to all and potential is fulfilled.

Promoting a diversity friendly culture, we can meet our schools' aims and objectives more efficiently. Culture is about the way we behave towards one another –Governors, all employees in the setting, parents, pupils, and the whole community. It is about how we treat one another and respect our differences.

Promoting diversity and a diversity friendly culture helps to create a more productive community.

Inclusion is ensuring the right conditions are in place to harness each person's full potential. Inclusion is the action that is carried out because of the work done around understanding and promoting equality and diversity.

Accessibility means that people are not excluded from using something on the basis of experiencing a disability. Accessibility means that people can do what they need to do in a similar amount of time and effort as someone that does not have a disability. It means that people are empowered, can be independent, and will not be frustrated by something that is poorly designed or implemented.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds. We do this by extending our EDI and accessibility aims into the following areas of our school:

- Curriculum, Teaching, Learning and Assessment;
- Behaviour;
- Admissions and Attendance;
- Environment;
- Staff Recruitment;
- Monitoring and Evaluation of our EDI and Accessibility framework

We consciously work and aim to:

- Develop a culture of inclusion and diversity in which people feel free to participate fully in school life. We will seek to eliminate unlawful discrimination against children and staff by adhering to our duties as an employer under the current legislation.
- To offer all our children equal access to an inclusive, broad and balanced curriculum, which will enable them to fulfil their potential, regardless of race, religion, gender, ability, cultural or home background or disability.
- To identify and remove barriers for children with a disability or additional needs in every area of school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.
- Actively tackle and eliminate discrimination and bias against any member of the school.
- Promote appreciation and respect for each other including promoting good relations between people of different groups.
- Create an atmosphere and ethos that fosters a positive attitude to diversity.
- Work with parents, carers and the wider community to tackle discrimination and to follow and promote good practice.
- Build community cohesion not only within the school but by establishing links with other schools and the wider community. The school has effective links with pre-school settings, other primary schools and secondary Schools. This has a positive impact on transition. Working to ensure we promote our services and are accessible to diverse communities.

- Involve the whole school community in the development and implementation of this policy.
- Encourage, support and help all children and staff to achieve more than they thought possible.
- Enrich the linguistic experiences of all children and recognise and celebrate the linguistic diversity of British society.
- Demonstrate a commitment to the Local Authority's equality opportunities policy. A statement to this effect is on all recruitment application forms.

A cohesive community

We are committed to building community cohesion, not only within school, but also by building links with other schools, our local community, the wider community of Britain, the global community, communities of interest (e.g. environmental groups, faith groups, and ethnic or language groups) and communities of friends. In order to promote a cohesive community, we aim to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community for example by actively involving families and advertising school events as well as local events such as coffee afternoons, stay and play sessions, workshops and events in the village;
- Understand and respond to the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all. Some examples are: free extra-curricular activities, careers workshops, visitors the school and enterprise days.
- Ensure teaching and the curriculum explore and address issues of diversity during lessons, PSHE, assemblies and workshops.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to EDI and accessibility in this scheme and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs including careful consideration based on protected characteristics.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

- The governors welcome all applications to join the school, whatever a child's socio-economic background or protected characteristic(s).
- The governing body ensures that no child is discriminated against whilst in our school on account of their protected characteristic(s).

The role of the headteacher (and senior leader responsible for Equalities)

- It is the Headteacher's role to implement the school's EDI and Accessibility Scheme and Action Plans and is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Accessibility Scheme and Action Plans, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity and accessibility when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Accessibility Scheme and Action Plans.
- All staff will strive to provide material that gives positive images based on protected characteristics and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Curriculum Entitlement

Our commitment to equal opportunities in the curriculum is driven by the National Curriculum Inclusion Statement (2002):

"Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils."

The school sets suitable learning challenges for all children and responds to children's diverse needs overcoming potential barriers for individuals and groups of children. All children have access to the whole curriculum on offer at this school.

The curriculum will include the range of knowledge, skills and attitudes that will enable our children to participate fully in the global society. We particularly strive to develop the self-esteem of all children to enable them to function fully as citizens. The curriculum is resourced to reflect the requirements of teaching and learning and these resources are monitored to reflect the aims of this policy.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Promote classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

This plan should be read in conjunction with the school's Special Educational Needs Policy that follows this scheme.

Behaviour

Our Behaviour Policy outlines strategies and resources to address the needs of all pupils and aims to develop pupils' ability to self-regulate and manage their own behaviour as much as possible. As part of our commitment to EDI, our staff including our Family Support Worker coordinate with relevant agencies to support parents/carers particularly those of our highly vulnerable pupils or those who themselves have learning difficulties or mental health issues.

Environment
Our Accessibility Plan outlines our commitment to ensure access for all and physical resources are made available to allow full access to the curriculum as required and to meet the needs of all our pupils.

Pupil's Voice
We will include the pupil's voice at the centre of our decision making. This shall inform our understanding of the diverse needs of children in order to improve our outcomes. We shall achieve this by engaging regularly with pupils through our School Council's, annual parent and pupil surveys.

Equal Opportunities for Staff
We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

We strive for Harmondsworth Primary School to be a place where all of our school community feel a strong sense of belonging/can bring their whole selves to work

Employer duties
We actively promote and support equality, diversity and inclusion (EDI) as everyone's responsibility. Helping to maintain a welcoming, diverse and inclusive workplace is a duty that we all share as individuals and as a school team. We would like everyone representing Harmondsworth Primary School to be an ambassador for equality, diversity and inclusion.

We aim to build an inclusive workplace that supports the wellbeing of our staff and values and champions difference as a strength, encouraging staff to be themselves and deliver their best at work. We offer guidance, training and support and advise on different areas of EDI. Our workplace will have equality, diversity, and inclusion at the heart of what we do by:

- Developing a deep understanding of the profile, needs and views of all our school community
- Ensuring leadership and management is driven by the principles of inclusion

- Monitoring recruitment and retention including bullying and harassment of staff;
- Investing in continued professional development opportunities for all staff; Individuals are encouraged to discuss their development and training needs through a process of regular support and annual appraisals.
- Senior Leadership Team support to ensure equality of opportunity for all.
- Having fair and consistent processes
- Creating an environment that celebrates diversity

Discrimination & Harassment

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination;
- Indirect discrimination;
- Discrimination arising from a disability;
- Harassment.

Direct discrimination

An education provider must not treat a disabled student less favourably simply because of their disability. For instance, they can't refuse admission to disabled applicants because they are disabled.

Indirect discrimination

An education provider must not do something for all students which would have a negative effect on disabled students, unless they have a genuine reason. For example, only providing course application forms in one format, which may not be accessible for disabled people.

Discrimination arising from a disability

An education provider must not discriminate against a student because of something that is a consequence of their disability. For example, they can't stop a disabled pupil going outside at break time because it takes them too long to get there.

Harassment

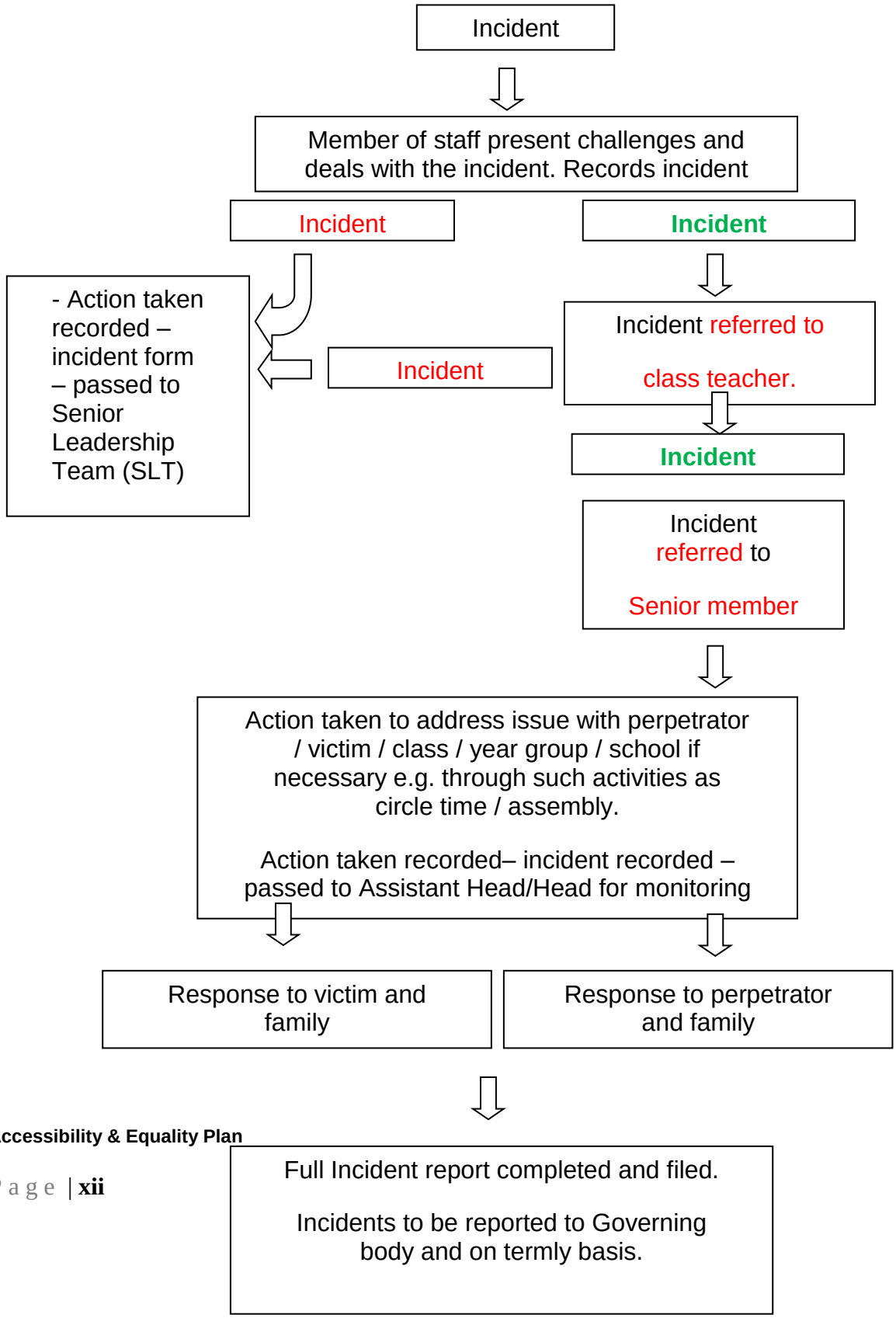
Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted comments, jokes and graffiti.

Victimisation

It is unlawful to victimise a child for anything done in relation to the Act by their parent or sibling/s.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. A suggested procedure for responding and reporting is outlined below:


Incident
Member of staff present challenges and deals with the incident. Records incident
Incident
Incident
- Action taken recorded – incident form – passed to Senior Leadership Team (SLT)
Incident
Incident referred to class teacher.
Incident
Incident referred to Senior member
Action taken to address issue with perpetrator / victim / class / year group / school if necessary e.g. through such activities as circle time / assembly.
Action taken recorded– incident recorded – passed to Assistant Head/Head for monitoring
Response to victim and family
Response to perpetrator and family
Full Incident report completed and filed.
Incidents to be reported to Governing body and on termly basis.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Making adjustments

Education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures;
- Changes to physical features;
- Changes to how learners are assessed;
- Providing extra support and aids (such as specialist teachers or equipment).

Positive Action

Positive Action provisions allow schools to target measures designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures need to be a proportionate way of achieving the relevant aim. For example, holding an RSE intervention group specifically reaching boys and addressing male adolescence.

Auxiliary aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following consultation on implementation and approach, the duty came into force on 1 September 2012.

The Act makes it unlawful for the body responsible for the school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions;
- In the way it provides education for pupils;
- In the way it provides pupils access to any benefit, facility or service, or;
- By excluding a pupil or subjecting them to any other detriment.

The Plan

This plan aims to ensure that:

- Disabled pupils can participate in the curriculum;
- The physical environment of the school enables disabled pupils and other stakeholders to take better advantage of education, benefits, facilities and services provided;
- Accessible information is available to disabled pupils and other stakeholders.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The development of this plan and actions within it have been informed by the input of staff, pupils, parents, and carers. We have achieved this by using the following to shape the plan:

- Feedback from parents/carers;
- Discussion at Senior Leadership Team (SLT) meetings;
- Staff meetings / INSET;
- Feedback from the school council, whole school surveys on children's attitudes to self and school;
- Discussions at annual reviews;
- Feedback at Governing body meetings.

The Accessibility plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the four-year period ahead of the next review date. This plan reflects new statutory requirements for the setting of equality objectives.

The Accessibility plan is structured to complement and support the school's equality objectives. We are committed to providing an environment that enables full curriculum access and that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

Harmondsworth Primary School's Accessibility plan will show how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility plan will contain relevant and timely actions to ensure access to the curriculum for all students, ensuring that students with a disability are as equally prepared for life as students who do not have a disability. (If a school fails to do this, they are in breach of duties under the Equalities Act 2010). This covers teaching, learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Curriculum

Target	Strategy	Timescale	Responsible	Success
Ensure all staff have access to training on disability issues	Audit staff to identify training needs and inform the CPD process e.g. autism, ADHD Key staff to disseminate training in school. Evidence in observations / Learning Walks of implementation of training	October (annually) Ongoing	Headteacher	Increased confidence of staff in strategies of differentiation
Ensure all staff are aware of each pupils	Set up an information sharing system	Ongoing	SENCo & Headteacher	All staff aware of individual pupil's access needs

needs	for all staff Display information relating to specific needs in the staffroom			and specific medical needs
Ensure all staff are able to use the SEN software and resources	Make list of available resources so that staff are aware and ensure that all staff are able to use them (offer training where needed)	Beginning of each academic year	SENCo & Headteacher	Effective implementation of Ordinarily Available Provision. Resources are used effectively in lessons across the school Identification of additional equipment / packages required. Purchase of required equipment and analyse impact.
Review the curriculum annually to ensure that it is accessible to the current cohort	Include a reference to protected characteristics equality in all curriculum reviews	Annually	Headteacher / Subject leaders	Curriculum accessed fully by all students
Monitor and analyse pupil achievement & behaviour giving particular note to vulnerable groups and pupils with protected characteristics. Act on any trends or patterns in the	Analysis of achievement data, logbooks / behaviour files. Identify gaps narrowing and support put in place as required including Wave 2 & 3 & SENCo/Inclusion support as	Ongoing		All pupils access an inclusive educational offer and gaps narrowed

data that require additional support for pupils.	required			
Monitor and analyse pupils' access to extra-curricular activities giving particular note to vulnerable groups and pupils with protected characteristics. Act on any trends or patterns in the data that require additional support for pupils.	Extra-curricular activity registers will be analysed to see if children are accessing. Alternative clubs maybe started.	Ongoing		Clubs are accessed by a range of pupils
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	Target / Increase the use of visual materials and signage in classrooms and around school. Learning walks and observations with a focus on the classroom environment.	Ongoing	Class teachers	Classrooms / key areas of the school have clear visual signage – pupils being directed to signage and positively responding to the increase in visual support.

Access to the Physical Environment

Target	Strategies	Timescale	Responsible	Success Criteria
Ensure that the school is aware of access needs of	Individual access plans for all children	Autumn term	Headteacher	Access plans in place and awareness of

children, staff & parents/ carers Include questions in the confidential pupil information questionnaire about pupil and parent/ carer access needs – ensure they are met	where necessary Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met.			pupils needs among staff. All stakeholders are able to access the site and all activities.
Ensure that all pupils can be evacuated safely	Ensure that PEEPs are in place where necessary and that staff are aware of their responsibilities	September annually	Headteacher	All children are evacuated safely in fire drills.
Ensure access and escape routes are suitable for all.	Ensure that the needs of disabled people are met.	September annually	Headteacher	Where required ramp access is available, good signage for the visually impaired etc...

Access to Information

Target	Strategies	Timescale	Responsible	Success Criteria
Review information to parents and carers to ensure that it is accessible	Consult as to what information is needed on Pupil Information questionnaire on entry. Review all letters and policies to make sure they are written in plain English.	Ongoing	Headteacher	All parents receive information in a format that is accessible

	Produce Newsletter in large print if needed			
Inclusive discussion of access to information in all support plans and Education, Health and Care Plan Staff more aware of pupils' preferred methods of communication annual reviews	Consult with parents/ carers and children about access to information and preferred formats in all reviews. Develop strategies to meet needs	Ongoing	SENCo & Headteacher	Staff more aware of pupils' preferred methods of communication
Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.	Increase visual materials / Social Stories and additional resources to support communication and learning.		SENC/Inclusion Manager ensures that materials are available on the network / all staff responsible for implementing as appropriate.	Improvement in Pupils ability to thrive and adapt to change and new situations.
Tackling discrimination & harassment. Giving particular note to vulnerable groups and pupils with protected characteristics	Effective practices to record bullying, discriminatory & prejudiced behaviour (either directly or indirectly), in place	Ongoing	Headteacher & Governing Body	All staff are aware of procedure and respond to incidents. SLT take action and assess impact

Review of progress and impact

The Accessibility Plan has been agreed by our Governing Body. We have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress annually and review the entire scheme and accompanying action plans on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Appendix 1

Check list for school staff and governors

☑ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides

☑ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

☑ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

☑ Does the curriculum include opportunities to understand the issues related to race, disability and gender?

☑ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

☑ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?

☑ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

☑ Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?

☑ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

☑ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

☑ Are procedures for the election of parent governors open to candidates and voters who are disabled?