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Introduction

Ayresome Primary School, as part of Ad Astra Academy Trust, recognises and embraces the fact that everyone within our school community is unique. We seek to ensure that everyone reaches their full potential and as such we believe that everyone has the right to equality of opportunity. We seek to ensure that this philosophy permeates every aspect of school life.

1. Focus

The focus of this policy is to ensure that the culture in school is one where every member of the school and the Academy Trust family feels safe and secure in the knowledge that discrimination in any form will not be tolerated and will be challenged at every level. We will seek to ensure that no one will experience discrimination as a result of;

- Sex
- Race
- Disability
- Religion or belief
- Age
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

These are known as ‘protected characteristics’ as highlighted in the Equality Act 2010. However, at Ayresome Primary School we also believe that because of the deprived characteristics of some of our local communities and consequently the challenging circumstances that many of our children face, we will also ensure that no one will experience discrimination due to their socio-economic background or family circumstances.

2. Principles

The principles which underpin and shape this policy are;

- We will continue to embrace and celebrate our strong inclusion culture.
- We will actively promote the philosophy that everyone in life is equal.
- Through positive educational experiences we aim to promote positive social attitudes and respect for all.
- Discrimination in any form will not be tolerated and positive action will be taken to address it.
- All pupils will have equal access to the full range of educational opportunities provided by the school.
- We will ensure that all recruitment, employment, promotion and training opportunities are conducted fairly.
- Prejudice and stereotypical views and opinions will be challenged at all times.

- Diversity will be celebrated.
- We will consult and involve stakeholders in the development of equality policies to ensure accountability and transparency.
- Inequality and barriers to equality are identified and reduced.

These principles apply to all school stakeholders including, children, parents, staff, governors, volunteers and visitors. Indeed, anyone associated with the Academy Trust is expected to adhere to the principles outlines above.

3. Legislation

Our commitment to equality is reinforced by our duty to comply with equality legislation.

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It has simplified the law by removing anomalies and inconsistencies that had developed over time in existing legislation and extended the protection from discrimination in certain areas.

Whilst we are bound by our legislative duty, we also believe that it is our moral duty and purpose to ensure that our equality philosophy forms an integral part of our academic, pastoral, leadership and management functions that form the foundations of our Trust.

Ad Astra Academy Trust welcomes any other legislation or amendment to existing legislation that seeks to further reinforce the duty of equality of opportunity for all.

The Equality Act also introduced a Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and Academies and which extends to all protected characteristics. This duty has three main elements;

In carrying out their functions, public bodies are required to have due regard to the need to;

- Eliminate discrimination and other conduct that is prohibited by the Act.
- 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.

What having 'due regard' means in practice has been defined in case law and means giving relevant and proportionate consideration to the duty. For Ad Astra Academy Trust this means;

- Anyone who is responsible for making decisions in school must be aware of the duty to have 'due regard' when making a decision or taking an action and must assess whether it may have implications for people with protected characteristics.
- Equality implications must be considered before and at the time that policies are developed and not as an afterthought. They need to be kept under review on a continuing basis.

- The PSED has to be integrated into the carrying out of our functions and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind. It is not just a question of 'ticking boxes' or following a particular process.
- We cannot delegate the responsibility for carrying out our duty to anyone else.

4. Safeguarding

As is the case for every school, Ayresome Primary School and Ad Astra Academy Trust are bound by protocols and procedures in cases where we suspect a child is being abused. Parents need to be aware that we have a duty to act to ensure the safety and wellbeing of all of our children if we suspect a child is being ill-treated or neglected. All staff are aware of the responsibility to inform the school designated officers who in turn will inform the relevant Local Authority. When a school refers a concern about a pupil to the Local Authority it is not accusing parents of abuse but is requesting that further investigation takes place to establish whether the child is at risk.

5. Implementation

We will ensure implementation of this policy through action in the following areas;

- **Relationships and ethos**
To foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and wellbeing, to address all forms of prejudice related bullying.
- **Equity and excellence**
To ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and minimising variations in outcomes for different groups.
- **Teaching, learning and curriculum**
To teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Engagement and extended services**
To provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

6. Monitoring, Review and Impact Assessment

This policy will be regularly reviewed by staff, governors and Trustees to ensure that it is effective in tackling discrimination, promoting access and participation and equality between different groups. All Trust and individual school policies will be impact assessed on a rolling programme to ensure that they meet our responsibilities under the Equality Act 2010.

7. Roles and Responsibilities

Everyone who is associated with Ad Astra Academy Trust is responsible for promoting equality and inclusion and tackling discrimination.

7.1. Governors

Our governors are responsible for;

- Following the school policy by demonstrating this in their own behaviour.
- Ensuring that the school complies with all current equality legislation.
- Ensuring the policies and procedures are followed.
- Ensuring that the school has up to date policies as necessary.

7.2. Headteacher

Headteachers are responsible for;

- Ensuring that the policy is implemented throughout the school and that all staff, governors, pupils and parents are aware of it.
- Ensuring procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working and providing training as necessary.
- Ensuring that all staff know their responsibilities in terms of equality and receive support in implementing them.
- Taking timely and appropriate action in the event of any form of discrimination or harassment.

7.3. All Staff (including voluntary staff)

All staff are responsible for;

- Proactively following the policy and any associated guidelines.
- Providing role models for pupils through their own actions.
- Dealing with discriminatory incidents and recognising and tackling other forms of bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date in relation to the equality duty in school and attending training or other learning opportunities provided.

7.4. All Pupils

All of our pupils are responsible for;

- Treating each other kindly and fairly, without prejudice, discrimination or harassment.

- Attending and engaging in their own learning and helping other pupils to learn.
- Telling staff about any discrimination related incidents that happen.

7.5. All Parents

All of our parents are responsible for;

- Supporting the school in its implementation of this policy.
- Following the Trust policy by demonstrating this in their own behaviour.
- Ensuring their children attend school and engage in learning.
- Telling staff about any discrimination related incidents that occur.

7.6. Visitors

All visitors to our school are responsible for;

- Being aware and following our equality policy.
- Following the school policy by demonstrating this in their own behaviour.

7.7. Responsibility for Overseeing Equality

Practices

Responsibility for overseeing equality practices lies ultimately with the Trustees however this is supported by Headteachers of each school within the Trust and the Academy Head of Operations. Specific responsibilities include;

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of discriminatory behaviour.
- Monitoring the progress and attainment of identified vulnerable groups of children.
- Monitoring attendance and inclusion.

8. Breaches of this Policy

Any breaches of this policy will be dealt with as part of the normal complaints procedure as is the case with breaches of any school policy. Anyone wishing to make a complaint will be advised accordingly.

9. References to other Documents, Advice and Guidance

In monitoring this policy, advice and guidance will be sought from Hartlepool Local Authority officers where appropriate as well as sourcing advice from external bodies including the Equality and Human Rights Commission, Department for Education and OfSTED.

Aims of the Accessibility Plan (see additional plan)

Ad Astra Academy Trust is committed to providing a fully accessible environment which values and includes all students, staff, parents and other stakeholders regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan outlines how Ayresome Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Accessible Communication

If stakeholder requests information in a different format, the school will work with them to ensure this is provided in an accessible way.

All information should be clear and easy to read. The Plain English Campaign guidelines are:

- an average sentence length of 15-20 words
- use of active verbs instead of passive ones
- use of everyday English
- use "we" instead of "the school" and "you" rather than "the parent/guardian"
- be concise **Translations**

Translations may be needed for specific audiences or individuals. Key issues are to:

- Ask people what they need
- Consider translating materials into different formats and different languages e.g. Braille, different Fonts, video or aural tape. We use and obtain the services of EMAT within Middlesbrough to help with both verbal and written translations.
- Provide a sign language interpreter
- Offer different formats and who to contact for these

Printed material

The following guidelines for materials for people with sight impairments are recommended.

Do use:

- Text with a minimum size of 12 point (14 point would reach more people with sight problems)
- For large print documents use sizes 16 to 22 point

- Plain, legible typefaces like arial
- Black text on white background. This produces the best contrast.
- Blue paper for dyslexic people.
- Uncoated print paper weighing over 90 gsm
- High-contrast images with clean backgrounds. These are easier to view
- Align text to the left side only

Bold to highlight text

Do Not:

- Superimpose type on images like watermarks, or pictures
- Put text around images, which produce a ragged left-hand edge
- Align text to the right or centre
- Use italics and underlining
- Use combinations that people who are colour-blind cannot distinguish, such as green and red and high-gloss paper

The Accessibility Audit

The Governing Body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.