Boothferry Primary

Equality Policy

(including Accessibility Plan)



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Our Vision

Enquiry – Resilience – Adaptability – Thoughtfulness

Respect – Co-operation – Communication – Morality

The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

Protected Characteristics

- **Age**
- **Disability**
- **Gender reassignment**
- **Pregnancy and Maternity**
- **Marriage and Civil Partnership**
- **Race**
- **Religion or belief (including lack of belief)**
- **Sex**
- **Sexual orientation**

It is therefore, unlawful for Boothferry Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Definitions

Boothferry Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

Direct discrimination – Treating someone less favourably because they have a protected characteristic

Discrimination by perception – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

Discrimination by association – Treating someone less favourably because they are associated with someone with a protected characteristic

Indirect discrimination – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

Harassment – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

Victimisation – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Reasonable Adjustments

Boothferry Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Boothferry Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

Accessibility Plan

Boothferry Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out September 2025, by members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

The 'general' equality duty

The general duty requires Boothferry Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct 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**

All staff are responsible for having due regard for the three general equality aims.

The Act explains that 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.

Details of how Boothferry Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Boothferry Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

Equality Objectives 2025-2029

As stated above, Boothferry Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Mrs Patricia Dyson is the Chair. Our objectives are set out below:

1	**Prepare the school community for living in a diverse cultural world**
2	**Communications with pupils and parents are offered in clear and easily understood formats**
3	**Develop the equality knowledge and skills of staff and governors, through relevant training**
4	**To support and encourage SEND students to ensure they are as fully able as possible to participate in all school activities**
5	**To ensure mental well-being is a school priority for both pupils and staff**
6	**Embracing diversity, building a brighter future together**

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Boothferry Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	Encrypted networks, Confidential files, Governor Minutes
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	No	Available in School
Anti-bullying/ Anti-racism policies	✓	Website
School development plan	✓	Website and in School
Parent and pupil surveys	✓	Website
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Boothferry Primary Equality Policy.

References

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012

Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014

Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015

GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6

Appendix 1: Boothferry Primary Accessibility Plan 2025-2028

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2028 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Boothferry Primary intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*

- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*

- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.

Accessibility Plan 2025-2028					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	**Action**	**Timescale**	**Responsible person**	**Resource implication costs/source of funding**	**Progress/evaluation**
Children and adults More disabled pupils play a full part in curriculum opportunities	Promote opportunities for disabled sports. Invite disabled athletes into school.	Ongoing	Kelly Richardson (PE Co-ordinator)	Sports Premium	Partnership work with the School Sports Partnership. Ongoing.
	Increase opportunities for disabled children to be involved in curriculum activities.	Ongoing	Steve Capewell (Deputy)	Sports Premium	Ongoing.
To have IT equipment suitable for disabled pupils (stakeholders) if needed	Purchase large keyboard, screen magnifiers, braille readers/writers if need arises.	If needed	Mike Sibley (Head)	IT Budget	Ongoing.
Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	**Action**	**Timescale**	**Responsible person**	**Resource implication costs/source of funding**	**Progress/evaluation**
Improve signage around the school	Provide signage due to the installation of electronic gates in the school grounds, signposts installed to direct visitors in the right direction.	Completed Summer 2026	Karen Lee (SBM)	General Buildings	New Signage installed.
The environment is adapted to the needs of pupils (and other stakeholders)	Provide a dropped kerb for the drop off point outside the main entrance.	Autumn 2025	Karen Lee (SBM)	General Buildings	Works to be carried out October half term 2026.
	Provide clearly marked walking routes for slow moving people through the car park.	Completed Summer 2026	Karen Lee (SBM)	General Buildings	Clear Signage Provided.

Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	**Action**	**Timescale**	**Responsible person**	**Resource implication costs/source of funding**	**Progress/evaluation**
Consider all users in relation to information that is provided	To look at ways to improve letters to all users and make more accessible.	Ongoing	Andrew Hackney (IT Co-ordinator)	Office Buildings	Ongoing.
Pupils (and other stakeholders) with profound hearing loss are supported to hear whilst on our site	Update our evacuation procedures to include hearing impaired and wheelchair users.	Updated and regularly reviewed	Mike Sibley (Head)/ Karen Lee (SBM)	Office Buildings	Completed.

Appendix 2: Boothferry Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2025-26)

Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Boothferry Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2024-25	Examples/Evidence for 2025-26
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	• Confidential meetings are held and detailed records are kept. • In the event of any exclusions or incidents relating to hate crime will be reported to governors termly through the Headteacher's Report. • Staff have received training on sexual discrimination, abuse and harassment, know how to identify and have procedures in place to report it. Behaviour and Safeguarding policies have been reviewed and updated. • Whole school training has taken place to develop the understanding of and promote inclusivity of all disabilities within the school community. • Staff understand the range of disabilities represented in school and in the wider society. • Staff make reasonable adjustments where necessary. • Staff have completed online Anti-Bullying training. • Anti-bullying/behaviour policy updated.	• Teachers outline reasonable adjustments in children's SEND TSP plans in the 'wave 1 inclusive provision' section. Teachers now use a document created by the LEA called 'Ordinarily Available Provision' to aid them to reflect on the provision they are offering. The SENCO will work with outer agencies to identify and implement reasonable adjustments. • The Head Teacher and class teacher (Miss Linklater) have worked on raising children's and staff members' awareness of Tourette's Syndrome to support children in our setting with this identified need.

	• Prevent training every 2 years. • DSL monitors CPOMS to ensure a consistent approach.	
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• Educational opportunities and curriculum designed with needs in mind so that all children are included. • East Riding recruitment process followed to ensure equal opportunity for staff. • Risk assessments undertaken with protected characteristics. • All staff identify and address barriers in curriculum materials, resources and planning. Barriers are included in a provision map held on the server. • All curriculum materials and information are accessible. Information is presented in a variety of user-friendly ways. • Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed. • All staff are aware of the school's Equality Plan. • The talents of disabled pupils have been recognised and represented in Gifted and Talented programmes, representation on the programmes fully reflects the school population in terms of race and gender. • Children with disabilities take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE/dance and assemblies. • There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election	• The school has taken children from our inclusion base (The Hut and The Hive) on their first school visit. The SENCO sought advice from Outreach and to write each child a specific individualised risk assessment. Each child's parents were encouraged to be part of the process, giving school advice about their child's specific needs to the school SENCO. This was fed into the risk assessment so that appropriate reasonable adjustments were made. The SENCO also worked in liaison with the schools' educational visits lead and further advice was sought from the LEA's educational visits to ensure children could access the class trip. • Staff work tirelessly in school to ensure that children regardless of any disability take part in school events, life and visits. As an example, last year the SENCO contacted East Riding's Road Safety team and liaised with them to provide an adapted trike so that children with physical disabilities could access the school's Bikeability scheme. • The SENCO works in liaison with the HTLA and the teachers to ensure that pupils who access this inclusion base are included in the life of the school, such as school Bake Off week, where children created a simpler recipe that still contributed to the whole school aim. In addition, the Maths Festival was adapted to include bespoke activities for the children to engage with alongside the

	or co-option); class assemblies; fund raising etc. • Extended school activities consider pupil needs/accessibility issues and the pupils that attend reflects the diversity of the school population in terms of race, gender, disability and socio-economic status. • Staff, pupils, parents and carers have been involved in the development of the Equality Policy through input and feedback from staff meetings, school council meetings, parents' evenings etc. • Recognition of the school's work within the Arts and the inclusivity of this, is reflected in the school achieving the Gold Artsmark. • Pre loved uniform available to all families. • After school clubs monitored to check accessible to all pupils.	whole school event. Families were offered the opportunity to join in with the children's cohorts and access bespoke, specialist activities in the Hut and the Hive to see their children's learning in practice too. • Pre loved uniform available to all families through half termly giveaway events.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	• Promotion of positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display. • Children have been given the opportunity to interact with people from different backgrounds and build positive relationships, including links with different schools and communities. Projects such as mission trinity, visits to local care homes, partnership work with English as Additional Language (EAL) families. • Children are able to understand others and value diversity as well as place importance on shared values, awareness of human	• Additional books purchased for each year group which represent the diversity of our school. • EYFS events planned throughout the year where parents are invited in, e.g. Christmas craft event. • KS1 and KS2- Maths's festivals held in each year group.

	rights and how to apply and defend them. Teacher planning throughout the curriculum as well as taught sessions of PSHE, British values are also taught throughout the topic plans. Whole school assemblies encompass a range of themes. • Provided opportunities for pupils, families and the wider community to take part in activities, events and services which build positive interaction and achievement for all groups. This can be demonstrated through various events such as the SEND coffee morning as well as family learning/stay sessions.	

Boothferry Primary collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Boothferry Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims *(please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published).*

Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Boothferry Primary's equality objectives for 2025-26.

Equality Objective	Progress in the last school year 2024-25	Progress in the last school year 2025-26
Prepare the school community for living in a diverse cultural world	• International Curriculum is embedded. • Interfaith days planned and organised.	• Open the book from the local church. • Purchased culturally diverse books.
Communications with pupils and parents are offered in clear and easily understood formats	Awareness of the need to meet communication needs continues, including: • Translated welcome packs. • Website and key documents translated. • Translator support SLT. • Homework help. • Outside agencies, SENSS, School Nurse and Hearing Impaired agency. • Translators for key meetings in school.	• Use of Class Dojo in EYFS which provides a feature to translate messages from school into home languages for families at home.
Develop the equality knowledge and skills of staff and governors, through relevant training	• Equality training completed by all staff and governors. • Policy discussed at Full Governing Body Meeting.	• eLearning is delivered through the LA. The SBM monitors the completion of this by all staff and governors. • Updates are discussed at the FGB meetings.
To support and encourage SEND students to ensure they are as fully able as possible to participate in all school activities	• The creation of the Hut and the Hive. One of the rooms is a quiet, low stimulus space with some access to toys. • The other room is a dedicated learning space where SEN children can learn away from the busy classroom environment.	• The school now has a low stimulus space which is being used to support the development of children's attention, listening and communication skills, predominately for those children who have social communication difficulties/autism. • The space is also being used to support the needs of

		other children across school who need more bespoke, specialist provision through opportunities for play based learning, physio sessions, dance sessions to support the development of gross motor skills, following instructions and sequencing and life skills sessions. It has also been used as a quiet, calming space when needed. • The SENCO has worked with a key staff member, who has now been appointed as a HLTA for this space to develop specific interventions to support these children such as 'Attention Autism' and small play-based learning sessions such as sensory maths. • The SENCO has also worked with the HLTA to start to develop small group short, practical, sensory teaching sessions for a small group of children. • The SENCO has worked with the SALT team to arrange intensive interaction training for teaching assistants which work in these spaces and staff in the Early Years unit to upskill staff enabling them to feel more confident to interact with our high need children. • The SENCO and HLTA have attended specific training from the SALT team to learn how to support the needs of children with social communication difficulties.

		The use of visual support has been brought back into the setting and integrated into this space e.g. first/then boards, visual timetables, 'I want' communication boards, choice boards, visual supports to support routines and transitions. • The SENCO has purchased 'widgit' software for staff to use to create visual resources. • The SENCO has worked with staff to secure the development of communication lanyards has also been completed. These lanyards are provided to staff who work with children who require visual supports to allow them to support children's communication development both within classrooms and within the enhanced provision space. • Classrooms in year 1 and 2 are more accessible now for children with social communication difficulties. Staff have included visual symbols on key areas in classrooms to aid with transitions and finding resources. Classrooms also have a dedicated workstation area. • The SENCO has worked with SLT, the school business manager, East Riding buildings support team and external contractors to complete an ISACS application to secure

		additional funding to develop the low stimulus space available to make it more suitable and better meet the needs of the pupils who access this space. This was accepted with a grant awarded of £20,000. A secure outside space has now been created, an appropriate toileting area, conversion of the previous SENCO office to a play-based learning space allows for a dedicated learning and separate play space, improved security is now in place through fob accessed doorways. A new IWB has been bought and is fixed in The Hut room to aid teaching sessions. • The SENCO has supported SLT in hiring and reassigning jobs roles to enable there is a set team of staff who are supporting the children who access this resource space. • The SENCO has worked with various teachers across school from nursery to year 2 to create timetables for children who access this provision space, this is to support children's access to small group teaching sessions, as well as allowing children access to mainstream lessons they can access and create opportunities for peer socialisation and inclusion. • The SENCO arranged for SALT to come into school in

		the autumn term and offer more support to offer visuals training for the whole school, followed up with more specific teams in school (EYFS, The Hut and The Hive staff). • The SENCO has secured outreach 2 support from Kingsmill Special School for four of the children who access this resource to support with their development and progress. • The SENCO has applied for increases in funding for 5 out of 6 children who access to space to aid in the school's ability to offer high levels of support to the children and deliver the provision outlined on their EHCPs. All the children where increases have been applied have been agreed. Now four out of the six children are funded to M5 and two out of the six children are funded to M4.
To ensure mental well-being is a school priority for both pupils and staff	• Continued support for staff from our well-being champion. • New staff insurance offering well-being benefits. • Behaviour support worker supporting pupils and parents. • Elsa work continues.	• Staff signposted towards services that they can access through the LA to support them with their mental health and well-being. • Regular drop ins for staff. • Mental Health Support Team (ERYC) – provide targeted workshops aimed at stress, worries/anxiety and friendships etc plus parent drop ins and 1:1 targeted support for the older children.

Embracing diversity, building a brighter future together	New objective.	• Vision statement embedded, displayed in each classroom, letterhead, website. • Vision statement linked with IPC learning goals.