

EQUALITY AND INCLUSION

Equality Scheme and Accessibility Plan

Removing barriers and advancing equality of opportunity



Great Leighs Primary School Equality Scheme and Accessibility Plan 2026–2029

Approved by the Governing Body: Autumn 2026

Next Review: September 2029

1. Policy Statement

At Great Leighs Primary School we are committed to promoting equality, diversity and inclusion and ensuring that every member of our school community feels valued, respected and able to achieve their full potential.

In accordance with the Equality Act 2010, we aim to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.

We are committed to:

- respecting the equal rights of all pupils, staff, parents, carers and members of the wider community;
- providing a safe, inclusive and welcoming environment for all;
- promoting positive attitudes towards diversity and difference;
- ensuring pupils are prepared for life in modern Britain;
- enabling all pupils to participate fully in school life regardless of need or background;
- making reasonable adjustments for pupils, staff and visitors with disabilities.

The school has due regard to the Equality Act protected characteristics relevant to its functions: disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. Age and marriage or civil partnership are also considered in employment and governance where the Act applies. Our wider inclusion work also addresses SEND, socioeconomic disadvantage, family circumstances and other barriers to participation.

2. Statutory Requirements

This policy reflects the requirements of:

- The Equality Act 2010;
- The Special Educational Needs and Disability Act 2001;
- The Children and Families Act 2014;
- The Public Sector Equality Duty;
- The Education and Inspections Act 2006.

The school will publish equality objectives at least every four years and review accessibility planning regularly.

3. School Ethos and Inclusion

Great Leighs Primary School is an inclusive school where all children are encouraged and supported to achieve highly.

We have high expectations of all pupils and recognise that children learn in different ways. Through adaptive teaching, pastoral support and a broad curriculum, we aim to ensure all pupils can access learning and participate fully in school life.

We promote:

- positive relationships;
- emotional wellbeing;
- resilience and independence;
- respect for diversity;
- kindness and inclusion.

Bullying, discriminatory language and prejudice-based incidents, including racist, sexist, homophobic, biphobic, transphobic and disability-related incidents, are not tolerated.

4. Teaching and Learning

We ensure teaching and learning opportunities:

- meet the needs of all pupils;
- promote equality and inclusion;
- encourage collaboration and pupil voice;
- reflect diversity positively across the curriculum;
- support pupils with SEND and disabilities through adaptive practice and reasonable adjustments.

Staff use a range of teaching strategies and resources, including assistive technology where appropriate, to enable pupils to access learning successfully.

5. Curriculum and Community

The curriculum promotes understanding, respect and appreciation of diversity and prepares pupils for life in modern Britain.

Through PSHE, RE, assemblies and wider curriculum opportunities, pupils learn about:

- different cultures and faiths;
- protected characteristics;
- healthy relationships;
- equality and fairness;
- diversity within British society;
- empathy and respect for others.

The school values strong partnerships with parents, carers, governors and the wider community.

6. Responsibilities

The Governing Body is responsible for:

- ensuring the school complies with equality legislation;
- monitoring the implementation of this policy;
- reviewing equality objectives and accessibility planning.

The Headteacher is responsible for:

- implementing the policy day-to-day;
- ensuring staff receive appropriate training;
- monitoring equality and inclusion across the school;

- responding appropriately to prejudice-related incidents.

All staff are responsible for:

- promoting equality and inclusion;
- fostering positive relationships;
- challenging discrimination and stereotypes;
- supporting pupils fairly and consistently.

7. Equality Objectives 2026–2029

The school will work towards the following objectives:

1. To ensure all pupils, including those with SEND and disabilities, can access the full curriculum and wider school opportunities.
2. To further develop pupils' understanding of diversity, equality and inclusion through the curriculum and wider school life.
3. To promote positive emotional wellbeing and resilience through effective pastoral support and the PSHE curriculum.
4. To continue developing adaptive teaching strategies to support all learners effectively.
5. To improve opportunities for pupils with disabilities to participate fully in playtimes, clubs, visits and enrichment activities.
6. To ensure information is accessible to parents and carers in alternative formats where required.
7. To monitor participation, attendance and achievement to ensure equality of opportunity for all groups of pupils.

7A. Annual Equality Information 2026–27

Great Leighs is a small village primary school with a largely White British intake and smaller ethnic-minority groups. The school values the contribution of every family. Because cohorts are small, published information is aggregated and suppressed where disclosure could identify an individual.

Leaders review attainment, progress, attendance, persistent absence, behaviour, suspensions, participation in enrichment, safeguarding themes, complaints and pupil and family voice. The review considers disability, race, sex and other relevant protected characteristics alongside SEND, disadvantage and vulnerability.

Evidence for 2026–27 shows comparatively high and complex SEND need. Pupils with SEND participate in the curriculum, clubs, trips, residential and leadership opportunities alongside their peers, while attendance gaps and consistency of adaptive teaching remain priorities. Leaders are strengthening termly and longitudinal evidence so that emerging inequalities are identified and acted upon promptly.

Actions during 2026–27 include reasonable adjustments and accessible resources; adaptive-teaching development; inclusive educational visits and enrichment; Zones of Regulation and pastoral support; monitoring and response to prejudice-related incidents; diverse curriculum resources; pupil leadership and voice; and accessible communication with families.

Progress against the equality objectives and accessibility actions will be reviewed by leaders and governors at least annually. This section will be updated every academic year to demonstrate continuing compliance with the Public Sector Equality Duty.

8. Accessibility Plan 2026–2029

Improving Access to the Curriculum

- Continue to develop adaptive teaching approaches to support all learners.
- Use assistive technology and specialist resources where appropriate.
- Provide staff training to support pupils with SEND and disabilities.
- Ensure educational visits and enrichment opportunities are inclusive.

- Continue to review site accessibility and make reasonable adjustments where feasible.
- Improve accessibility to outdoor learning and play spaces where possible.
- Ensure classrooms and learning environments remain accessible and supportive for all pupils.

Improving Access to Information

- Provide information in alternative formats when required.
- Use enlarged print, visual supports and electronic resources where appropriate.
- Work closely with parents, carers and external agencies to support accessibility needs.

9. Community Cohesion

The school promotes community cohesion through:

- celebrating cultural diversity;
- developing understanding of different faiths and beliefs;
- promoting British values;
- encouraging pupil leadership and pupil voice;
- participating in community and charitable activities;
- welcoming visitors from different backgrounds and experiences.

Pupils are encouraged to develop respect, empathy and understanding for people from all backgrounds and communities.

10. Monitoring and Review

The Governing Body will monitor the impact of this policy regularly.

The Equality Scheme and Accessibility Plan will be reviewed every three years or sooner if required due to legislative or organisational changes.

Governing Body approval: Autumn 2026
Review date: September 2029

Accessibility Action Plan 2026–2029

This plan should be read in conjunction with the school's Equality Scheme and Accessibility Plan.

The purpose of this plan is to:

- increase access to the curriculum for pupils with disabilities and additional needs;
- improve the physical environment of the school to enable greater access;
- improve the availability of accessible information to pupils, parents and visitors.

The Accessibility Action Plan will be monitored by the Headteacher and Governing Body and reviewed annually.

Objective	Actions	Lead Responsibility	Timescale	Success Criteria	Annual progress / evidence
Ensure all pupils can access the curriculum fully	Continue to develop adaptive teaching strategies across all classes	Headteacher / SENDCo	Ongoing	Lesson observations and pupil voice show pupils are successfully accessing learning	Update at annual review
	Provide targeted staff training linked to SEND and inclusion needs	SENDCo	Annual	Staff confidence increased and support strategies consistently implemented	Update at annual review
	Ensure appropriate reasonable adjustments are in place for individual pupils	SENDCo / Class Teachers	Ongoing	Individual plans reviewed regularly and pupil needs met effectively	Update at annual review
Improve use of assistive technology	Continue use of iPads, laptops and assistive software to support pupils with additional needs	SENDCo / IT Lead	Ongoing	Pupils use technology confidently to support learning and independence	Update at annual review
	Review effectiveness of assistive technology annually	SENDCo	Annual	Resources match pupil needs and improve engagement/progress	Update at annual review
Improve access to enrichment opportunities	Ensure educational visits, clubs and wider curriculum opportunities are inclusive	Educational Visits Coordinator / SENDCo	Ongoing	All pupils able to participate appropriately in enrichment activities	Update at annual review
	Risk assessments consider accessibility needs fully	Visit Leads	Ongoing	Visits safely adapted where required	Update at annual review
Improve physical accessibility around the school site	Review accessibility of classrooms, entrances and outdoor spaces annually	Headteacher / Site Manager	Annual	Barriers to access identified and addressed where feasible	Update at annual review
	Improve accessibility to outdoor learning and play spaces where funding allows	Headteacher / Governors	2026–2029	Increased participation for pupils with physical disabilities	Update at annual review

Objective	Actions	Lead Responsibility	Timescale	Success Criteria	Annual progress / evidence
	Ensure furniture and classroom layouts support accessibility needs	Class Teachers	Ongoing	Learning environments remain accessible and inclusive	Update at annual review
Support pupils' emotional wellbeing and inclusion	Continue use of Zones of Regulation and pastoral support strategies	Inclusion Team	Ongoing	Pupils demonstrate improved emotional regulation and wellbeing	Update at annual review
	Provide staff training around emotional wellbeing and neurodiversity	Headteacher / SENDCo	Annual	Staff confidence increased and pupils appropriately supported	Update at annual review
Improve access to information	Provide information in alternative formats where required	Office Staff / SENDCo	Ongoing	Parents and pupils can access information appropriately	Update at annual review
	Ensure electronic communication is clear and accessible	Office Staff	Ongoing	Positive parental feedback and improved communication access	Update at annual review
	Continue use of visual supports and adapted resources where appropriate	Teachers / SEND Staff	Ongoing	Pupils supported effectively in accessing learning	Update at annual review
Promote inclusion and equality across school life	Ensure curriculum resources positively reflect diversity and inclusion	Subject Leaders	Ongoing	Curriculum monitoring demonstrates diverse representation	Update at annual review
	Promote understanding of equality and diversity through PSHE, RE and assemblies	SLT / Teachers	Ongoing	Pupils demonstrate respectful attitudes and understanding of diversity	Update at annual review
Monitor impact and effectiveness	Review accessibility provision annually with governors	Headteacher / Governors	Annual	Governors informed of progress and future priorities	Update at annual review
	Gather pupil and parent voice regarding accessibility and inclusion	SENDCo	Annual	Feedback informs future planning and improvements	Update at annual review

Monitoring Arrangements

- reviewed annually by the Headteacher and Governing Body;
- monitored through learning walks, pupil voice, parent feedback and SEND reviews;
- updated in response to changing pupil needs or site developments.

Linked Policies

This plan should be read alongside:

- Equality Scheme
- SEND Information Report
- SEND Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy

Governing Body approval: Autumn 2026
Review date: September 2029

Publication and accessibility-plan controls

The school will publish information demonstrating compliance with the Public Sector Equality Duty and update it at least annually. Specific and measurable equality objectives will be published and reviewed at least every four years. Relevant equality information will be accessible, evidence-based and will not identify individuals.

The accessibility plan is maintained under Schedule 10 of the Equality Act 2010 and will cover the three statutory aims: increasing disabled pupils' participation in the curriculum; improving the physical environment; and improving the availability of accessible information. Actions will identify responsibility, resources, timescale, success measures and progress. The plan will be implemented, kept under review and published.

Pupils, families, staff and relevant specialists will be consulted proportionately. Equality impact will be considered when policies, facilities, curriculum arrangements or services change. Reasonable adjustments and auxiliary aids will be considered individually and promptly; the accessibility plan does not replace that immediate duty.