



*'Loving to Learn, Learning to Love'*



# **Single Equality Scheme** **and Accessibility Plan**

**Last Reviewed:** March 2025

**Review Date:** March 2028

## Policy Statement

St. Mark's CE Primary School is a Church of England Primary School in a diverse and multicultural area which is committed to serving its community.

"Church of England schools are established primarily for the communities they are located in. They are inclusive and serve equally those who are of the Christian faith, those of other faiths and those with no faith,"

<http://www.churchofengland.org/education/church-schools-academies.aspx>

This Single Equality Scheme for St. Mark's C.E Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

### Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

#### Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

#### Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made  
*The Disability Discrimination Act (DDA) came into effect in 1995. ... Anyone with a disability is protected by the DDA. The DDA defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".*
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds

- both women and men, girls and boys

### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

### **Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Addressing prejudice and prejudice-related bullying

### **The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:**

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example
- antisemitism and Islamophobia, and those that are directed against Gypsies, Roma or Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

## **Roles and responsibilities**

The Local Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Mrs L. Jones (SEND link Governor) has a watching brief regarding the implementation of this policy.

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Inclusion Leader has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Local Governing Board.

## **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and status, and gender.

**Signed:** .....

**Headteacher**

**Signed:** .....

**Co-Chair of Local Governing Board**

**Date:** March 2025

**Review date:** March 2028

**Appendix 1 - Opportunities to promote equality**

**These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- Access arrangements for national tests
- Access to bilingual staff where possible
- Access to school facilities
- Activities to enrich the curriculum, for example, visits and visitors
- Behaviour management approach and sanctions
- Breaks and lunchtimes
- Classroom organisation
- Development of our school contribution to the local offer
- Dual or multi-language books and translated information when available
- Employees' and staff welfare
- Exclusion procedures
- Fair recruitment
- Grouping of pupils
- Homework
- Interaction with peers
- Learning and teaching and the planned curriculum
- Monitoring of attendance
- Monitoring of pupil mobility
- Opportunities for assessment
- Opportunities for spiritual development through collective worship, the school ethos, a reflection/ prayer room (The rainbow room)
- Personalised learning including one-page profiles for children with SEND and appropriate interventions to support pupils with Special Educational Needs or those learning English as an Additional Language and those new to the UK.
- Preparation for entry to the school
- Preparation of pupils for the next phase of education and adult life
- Promoting British values including the prevent duty
- Promoting respect through the school values
- Promoting the development of SMSC (Spiritual, Moral, Social and Cultural education)
- Provision of school meals
- Risk assessments
- Safeguarding and child protection
- School clubs, activities and school trips
- School policies
- School sports
- School website which has a translate facility
- Signposting parents and carers to other agencies where appropriate
- Statutory reviews and Personal Education Plans for looked after children
- Support for pupils undertaking extended visits abroad
- Supporting and developing care plans for pupils with medical conditions
- The engagement, participation and involvement of a broad and diverse range of children, governors, staff young people, their parents and partner agencies
- The school's arrangements for working with other agencies
- Timetabling

## Appendix 2 - Links with other Settings and Agencies

We work with a variety of other agencies and settings to eliminate discrimination, advance equality of opportunity and foster good relations with regard to all the protected characteristics. Working with these settings assists us to enrich the curriculum for pupils, engage with our community, provide training and development opportunities for all stakeholders and narrow the gaps between different groups.

- Abbey Hill Special School
- ARCH
- Art Brazil
- Beanstalk
- CAMHS
- Children's and Young People's Services
- Citizen's Advice Bureau
- City Central Mosque
- City Music School
- Community Paediatricians
- Educational Psychologists
- Sandyford Community Fire Station
- Hanley Library
- Hanley Park
- Inclusive Learning Services
- Multi-Academy Trust Schools
- Occupational Therapy
- Our Health 5-19
- Partners in Creative Learning (PICL)
- Physiotherapist
- Potteries Museum and Art Gallery
- Prevent Strategy
- Reveal Theatre Company
- Special Educational Needs and Disability Information and Advice Service (SENDIAS)
- Speech and Language Resource
- Speech and language Therapists
- St. Mark's Church
- Staffordshire Police
- Staffordshire University
- Standon Bowers
- Stanley Head Outdoor Education Centre
- Stoke City Community Trust
- Stoke on Trent Safeguarding Children Board
- Stoke Speaks Out
- The Diocese of Lichfield
- Thomas Boughey Kindergarten
- Young Care

## Equality and Accessibility Objectives March 2025- March 2028

### Equity and Accessibility Action Plan

1. To promote tolerance and respect of different races, cultures, religions and disabilities					
Objective	People responsible	Actions 2024-2025	Actions 2025-2026	Actions 2026-2027	Success Criteria
To review and update resources and ensure that they are inclusive of protected characteristics	S. Goodwin D. Sadler Subject leaders		Subject leaders to conduct a comprehensive review of current teaching materials, books, displays and digital resources to assess their inclusivity.	Subject leaders to order resources to ensure they are inclusive of protected characteristics	Children will have access to resources that enable them to understand the importance of protected characteristics. <b>Evidence: Pupil voice, order forms</b>
To plan whole and class worship that are inclusive of protected characteristic, challenge stereotypes and promote British Values	G. Webster S. Goodwin D. Sadler V. Bradbury Class teachers	<p>Organise worships/assemblies, and themed weeks to highlight different cultures, identities, and protected characteristics in a meaningful way.</p> <p>Incorporate key religious and global events into the school calendar to ensure representation and recognition of different faiths and traditions.</p> <p>Embed the use of Picture News in classroom worship to encourage discussions on current events and social issues.</p> <p>Regularly evaluate the impact of Picture News on pupils' understanding and engagement, making</p>	<p>Invite visitors from diverse faiths to provide meaningful insights, challenge stereotypes, and promote tolerance and mutual respect.</p> <p>Review and enhance the delivery of British Values to ensure pupils develop a clear, comprehensive understanding of each value and its significance in everyday life.</p>	Enhance the teaching of British Values based on review findings to ensure a more effective and meaningful understanding for all pupils.	<p>Children articulate their understanding that difference is a positive not a negative and that individual characteristics make people unique.</p> <p>A calendar of key religious and world events is created and used to inform school wide activities and lessons.</p> <p>Picture News is embedded in classroom worship, with teachers regularly using it to facilitate discussions on current events, diversity and British Values.</p> <p><b>Evidence: Pupil voice, worship records, event calendar, pupil voice, learning walks, visitor logs and work samples</b></p>



		adjustments where necessary to enhance learning.			
To review the PSHE/ RSE curriculum and ensure that it promotes inclusion and diversity and challenges stereotypes and discrimination	R. Curran A. Jarvis	<p>OCT PSHE/RE leader network meetings</p> <p>Plan opportunities for visitors to challenge stereotypes through engaging sessions in the curriculum.</p> <p>Quality assure progression in the PSHE/RSE curriculum to ensure it reflects the values of inclusion, diversity, and respect.</p> <p>Introduce Peacemakers through targeted CPD sessions for staff to enhance their approach to promoting positive behaviour and inclusivity.</p> <p>Plan Peacemaker sessions into the PSHE curriculum to actively engage students in learning about conflict resolution, empathy, and understanding different perspectives.</p>	<p>Monitor the effectiveness of Peacemakers by collecting feedback from staff and students, observing behavioural changes, and evaluating its integration in promoting inclusivity and resolving conflicts.</p> <p>Review the PSHE/RSE curriculum regularly to ensure it continues to promote inclusion, diversity, and challenge stereotypes, with adjustments made based on feedback and evolving societal needs.</p>	<p>Continue to monitor the effectiveness of Peacemakers by collecting feedback from staff and students, observing behavioural changes, and evaluating its integration in promoting inclusivity and resolving conflicts.</p> <p>Make any amendments.</p> <p>Continue to review the PSHE/RSE curriculum regularly to ensure it continues to promote inclusion, diversity, and challenge stereotypes, with adjustments made based on feedback and evolving societal needs.</p>	<p>The curriculum has been mapped to show where inclusion and diversity are promoted.</p> <p>Staff have received training from the PSHE subject lead so that they know where inclusion and diversity are taught within their year group curriculum for PSHE.</p> <p>Children understand how SMSC and PSHE are linked.</p> <p>Peacemaker sessions are incorporated into the PSHE curriculum with clear lesson plans.</p> <p><b>Evidence: Meeting notes, action plan, curriculum maps</b></p>

2. To ensure that all pupils access a high-quality curriculum which meets the needs of all pupils					
Objective	People responsible	Actions 2024-2025	Actions 2025-2026	Actions 2026-2027	Success Criteria
To train staff so they are confident in supporting all pupils to access the curriculum	D. Sadler S. Goodwin V. Bradbury Subject Leads	OCT SENCO network meetings  Walk Thrus CPD  Peer observations linked to CPD  Graduated approach training for all staff  Attachment and trauma training  Subject leader to understand the reasonable adjustments that would support all learners in their subject	Zones of regulation training  Walk Thrus CPD  Peer observations linked to CPD  Subject leaders to support staff in making reasonable adjustments in all areas of the curriculum.  Monitor the reasonable adjustments	Monitor to ensure teaching adaptations are consistently applied across all subjects.	The SENCo has the relevant knowledge to train staff to support all pupils.  Staff are confident with the following resources and approaches and use them to support the needs of pupils in their classes:  Staff are able to use the graduated approach to effectively plan  Staff can adapt teaching and learning to support all children  <b>Evidence: Lesson observations, learning walks.</b>
To support pupils with appropriate interventions to enable them to achieve in line with peer group	D.Sadler S. Goodwin V. Bradbury	Provide CPD on effective intervention strategies, inclusive teaching and SEND friendly approaches  Ensure staff are equipped with skills to deliver high impact interventions  Adapt interventions based on pupil progress and feedback from staff.	Use research evidence based interventions.  Provide colour semantics training to staff  Staff to use colourful semantics to support learning  Monitor the use of colourful semantics	Monitor interventions and provide coaching/training where needed.	Pupils with specific needs are supported with appropriate interventions and resources in lessons and are making good progress.  <b>Evidence: Observations, learning walks, provision maps</b>

		<p>Ensure SENDCo, teachers and support staff collaborate to refine intervention strategies.</p> <p>Introduce sensory breaks or quiet zones for pupils who may benefit from self-regulation strategies.</p>			
To ensure access and participation to school visits, extra- curricular activities and clubs for all pupils, including those with SEND and protected characteristics.	D. Sadler M. Holdcroft Subject leads	<p>Extra-curricular activity registers in place</p> <p>School visits mapped out across the year</p> <p>Adaptations are made to ensure all children can access visits, extra-curricular activities and clubs</p>	Continue to track and analyse participation in clubs and extra- curricular activities.	Continue to track and analyse participation in clubs and extra- curricular activities.	<p>Participation of pupils in extra- curricular clubs and activities is at least the same as pupils without SEND as it is for those with SEND and protected characteristics.</p> <p><b>Evidence: analysis of data from tracker for extra-curricular activities.</b></p>
To ensure that communication with parents/carers of pupils with SEND is effective and supports the individual needs of children.	SENCo Inclusion Team	<p>Staff use Class Dojo to communicate with parents.</p> <p>Class set up for SEND parents to contact Inclusion Team.</p> <p>Introduce Tea and Talk sessions for parents</p> <p>Annual SEND parent and pupil questionnaires</p> <p>One page profile meetings</p> <p>Meetings with SENCo and class teachers</p>	<p>Annual SEND parent and pupil questionnaires</p> <p>One page profile meetings</p> <p>Meetings with SENCo and class teachers</p> <p>Sharing of information between inclusion hubs, school and parents/carers.</p> <p>Review the benefit of Tea and Talk sessions.</p> <p>Make adaptations to Tea and Talk sessions to meet the needs of the pupils and parents</p>	<p>Annual SEND parent and pupil questionnaires</p> <p>Review the one page profile system and make changes based on findings.</p> <p>Review the delivery of the meetings with SENCo and class teachers</p> <p>Sharing of information between inclusion hubs, school and parents/carers.</p> <p>Review the benefit of Tea and Talk sessions.</p>	<p>Parents/carers feel that the needs of their children are being met and that they are making good or better progress.</p> <p><b>Evidence: SEND parent questionnaires, one-page profiles.</b></p>

		Sharing of information between inclusion hubs, school and parents/carers.		Continue to make adaptations to Tea and Talk sessions to meet the needs of the pupils and parents	
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3. To improve the physical environment of the school to ensure that it is accessible to all pupils, including those with SEN and/or disabilities.

Objective	People responsible	Actions 2024-2025	Actions 2025-2026	Actions 2026-2027	Success Criteria
To review access for wheelchair users; indoors and outdoors including use of dining hall and classroom layouts	D. Sadler SENCo R. Houston-Smith	<p>Conduct an accessibility audit</p> <p>Improve physical access in light of the audit.</p> <p>Ensure classroom furniture is arranged to meet the needs of all pupils and provide adjustable seating or standing desks where necessary.</p> <p>Provide and maintain appropriate toilet and hygiene facilities that meet the needs of pupils with disabilities.</p> <p>Deliver CPD sessions on supporting pupils with physical and sensory needs and make best use of accessible facilities.</p>	Annually review the audit and ensure that any act upon any findings.	Annually review the audit and ensure that any act upon any findings.	<p>Staff are trained on the importance of ensuring accessibility and are proactive.</p> <p><b>Evidence: CPD notes, accessibility audit, annual reviews</b></p>

<p>To introduce 'calming displays to avoid visual overload. (Reduction in bright colours; neat and orderly teaching environment)</p>	<p>Class teachers and support staff</p>	<p>Boards in classrooms and on corridors are to be in one colour.</p> <p>Promote clutter free learning environments by ensuring workspaces, storage areas and displays are well organised and free from unnecessary materials.</p> <p>Conduct termly reviews of classroom environments to ensure displays remain purposeful and clutter free.</p> <p>Seek feedback from staff and pupils to assess the impact of calming displays and make necessary adjustments.</p>	<p>Conduct termly reviews of classroom environments to ensure displays remain purposeful and clutter free.</p> <p>Build in peer observations to audit the learning environment.</p> <p>Use staff as good models of practice</p>	<p>Continue to conduct reviews of classroom environments to ensure displays remain purposeful and clutter free.</p>	<p>All classroom and corridor display boards have a consistent background colour, creating a uniform and visually calming environment.</p> <p>Learning environments remain clutter-free, with workspaces, storage areas, and displays being well-organised and free from excessive or unnecessary materials.</p> <p>Termly reviews of classroom environments are conducted, ensuring displays remain purposeful, visually calming, and supportive of learning.</p> <p>Staff report increased awareness and implementation of strategies to reduce visual overload, contributing to a more focused and inclusive learning environment.</p> <p><b>Evidence: Environmental audits, teacher and staff feedback pupil voice, learning walks, behaviour analysis</b></p>
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To review evacuation procedures. Review training needs for staff in relation to evacuation procedures for pupils with SEND	D. Sadler SENCo R. Houston-Smith	Develop and review Personal Emergency Evacuation Plans (PEEPs) for pupils with mobility or sensory needs to ensure their safety during emergency situations.  High need risk assessments for individual pupils and amend as necessary	Continue to review children's PEEPs and adapt when changes are needed.	Continue to review children's PEEPs and adapt when changes are needed.	Staff and children with specific SEND needs are clear about procedures for evacuation.  <b>Evidence: evaluations of fire, evacuation off site and lockdown practices</b>
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