



Equality Statement and Objectives

Including Accessibility Plan

Policy Aim

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Next Review
Nov 25	R Tailor	30.11.25	FGB	Nov 26

1. Introduction

This policy is to set out the commitment of the Governing Body of Welbourne Primary School to the principles of inclusive education and the responsibilities of the school leadership, whole staff and governors to ensure that all pupils, staff, parents/carers and governors are treated inclusively irrespective of their attainment, background or any protected characteristic set out in the Equality Act. (See section 3 for the Statutory Duties and the Legal Framework of the Equality Act 2010).

Welbourne Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents/carers. Educational Health Care Plans are made for those pupils who are assessed to require bespoke provision.

We believe there is an explicit link between inclusion and equal opportunities. This means an equitable offer for all pupils, taking into account pupils' varied life experiences and needs.

2. Aims

The aim of this policy is to ensure that our school is inclusive, that this reflects and informs our ethos and is embedded in the life of the school community.

We have high ambitions for all our pupils; we expect pupils with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- working hard to ensure our school vision becomes reality and that all children, irrespective of difference, are ready, respectful, kind and safe.

As a school, we promote the individuality of all our children, irrespective of differences such as: attainment, background or any protected characteristic. We want all our children to feel welcome; we celebrate differences between them. We want to give all our children every opportunity to achieve the highest of standards.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of

pupils. This means that equality of opportunity must be a reality for our children.

As an employer, we welcome and comply with the requirements of the Equality Act 2010, which imposes a duty on public authorities and bodies when exercising public functions to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it •
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

3. Statutory Duties and the Legal Framework

Equality Act 2010

The Equality Act 2010 brings together under one Act all the requirements regarding equality and discrimination. The Act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A key measure in the Equality Act is the Public Sector Equality Duty, which came into effect in April 2011. This states that in carrying out their functions, public bodies are required to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. These specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- to prepare and publish equality objectives.

Schools will then need to update their published information at least annually and to publish objectives at least once every four years.

4. Roles and Responsibilities

Role of the School Governing Body

- Delegate powers and responsibilities to the Headteacher to ensure all school staff, parents/carers and visitors to the school are aware of and comply with this policy
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring policies is made available to parents/carers
- Nominate a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body
- Responsibility for the effective implementation, monitoring and evaluation of this policy.
- Ensuring that the school information and equality objectives are line with statutory directives and published on school website.

Role of the Headteacher

- To work closely with the Senior Leadership Team to ensure awareness and implementation of the policy.
- Set standards and ensure compliance with an actively promote the policy.
- Work closely with key officers responsible for overseeing the premises, curriculum, communications, and training opportunities.
- Ensure that all school staff (including agency staff), pupils and parents/carers are made aware of and comply with this policy and undergo relevant training.
- Report to the Governing Body on the procedures in place for school staff (including agency staff) with disabilities.

• In employment, to ensure that;

- Posts are properly advertised and all applicants are judged against explicit and fair criteria;
 - Applicants from all backgrounds are welcomed and posts are made available to all;
 - Best applicant who meets the criteria is offered the post
 - Reasonable adjustments are considered for applicants with disability to ensure that they are not disadvantaged but not treated more favourably than others;
 - All job description and adverts include a commitment to promoting equality and recognising and respecting diversity.
 - Opportunities for career progression and professional development is fair and accessible to all staff irrespective of their protected characteristics.
 - To create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that they feel positively supported.
- They inform the Governing Body on the training programme for

school staff.

- They monitor the effectiveness of this policy
- They monitor the effectiveness of the Disability Accessibility Plan for Pupils.
- They annually report to the Governing Body on the success and development of this policy.
- They help pupils to recognise, understand and learn how to treat people with disabilities by;
 - Identifying different kinds of disabilities;
 - Visualising what it might feel like to be disabled;
 - Supporting and interacting with disabled people;
 - Empathising.
- Ensuring good lines of communication are in place with parents namely:
 - School Newsletters.
 - Regular information letters.
 - Website.
 - Annual pupil reports.
 - Termly parent-teacher meetings.
 - Curriculum evenings.
- They identify what needs to be done to improve our programme of extracurricular activities that will be to the benefit of our disabled pupils.

Role of School Employees

- To be aware of the policy and the expectations.
- Comply with and actively promote the school's policy. • Value the diversity of individuals and must not discriminate, bully or harass any on any grounds.
- To ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views.
- Undertake mandatory and any other relevant equalities training as and when required.
 - Be aware of how to report any witnessed breach of the policy.

Role of Premises/Site Managers

- Undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be considered.
- Identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides.
- Identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that the school offers.
- Annually review the Disability Accessibility Plan

Schools' Human Resources Team - LA

- Provide training on equalities and diversity in employment and guidance on changes to legislation.
- Learning and development initiatives to help deliver agreed equalities aims and objectives
- Consulting headteachers and staff on employment issues and providing mechanism to feedback e.g. staff Attitude Surveys and Focus groups
- Advise headteachers on reasonable adjustments for disabled employees and access to Work
- Support headteachers when investigating matters through the formal stages of the employment procedures.

Role of Pupils

- Pupils will be aware of and comply with this policy.

Role of Parents/carers

- Be made aware of this policy.
- Work closely with the school.
- Monitoring the Effectiveness of the Policy and know how to report any shortcomings.

5. Accessibility Plans

Schools need to carry out accessibility planning. These can be seen in the appendix of this policy. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Schools must implement accessibility plans, which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Welbourne Primary School

Equality Information November 2025

Introduction

The Equality Act 2010 contains the Public Sector Equality Duty (PSED). This is sometimes referred to as the “general duty” and extends schools’ equality duties to all people, children and adults alike, with “protected characteristics” (race, disability, gender, religion and belief, age, marital status, sexual orientation, gender re-assignment and pregnancy). This duty came into effect in April 2011.

In carrying out their duties, schools are to have “due regard” to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not share it.
- Fostering good relations across all characteristics and between people who share a protected characteristic and those who do not share it.

“Due regard” means that leaders in school must be aware of the duty when making decisions and must assess whether those decisions will affect people with “protected characteristics”. School leaders must ensure an equality statement is shared on the front of their policy and the duty must be integrated into the carrying out of all the school’s functions.

Mission statement

At Welbourne we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Additionally, our school vision is for all pupils, irrespective of difference. The school vision can be shown below:

Our children are **ready** to learn and ready to succeed. They reach their academic potential.

Our children are **respectful** citizens. They champion our community and are empowered to make positive change.

Our children are **kind** to each other. They bring smiles to their own and others’ faces.

Our children feel **safe** at school. They have a go and are fearless to make mistakes.

The achievement of pupils will be monitored by race, sex and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We

will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Welbourne, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. (Monitoring achievement against other protected characteristics is not proposed at this time, as they are less relevant for a primary school and/or have non-existent or small numbers that would prevent monitoring without identifying individuals.)

Equality Information for Welbourne Primary School

As of November 2025, there are currently 389 pupils on roll in the school. Of these children, 53.6% are boys and 46.4% are girls. 60.9% of the children have English as an Additional Language (EAL), and 23% children have a special educational needs or disability (SEND) of whom 7.1% are on an Educational Health Care Plan.

The religious demographic and ethnicity of the children of Welbourne with greater than 5% of pupils is shown below.

Race	%
White Eastern European	13.5
Black African	10
Turkish	9
Any Other Mixed Background	9
Black Caribbean	8.7
Black Somali	7.4

Religion	Consolidated %
Christian	41.2
Muslim	34.3
Other	24.5

Welbourne Primary School Equality Objectives for 2023-2026

Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.					
Objective	Evidence Source	Actions	Success Criteria	Lead Person	Monitoring & Evaluation
To continue to promote an Anti Racist culture within the Welbourne community	Closely working with HEP, signing up to and meeting the anti-racism pledge. Parent and pupil voice	Whole staff training. Inform the community of Anti-Racism work and involve all stakeholders where possible in events. RAG rated and updated Racial Equity action plan in line with expert guidance.	An Anti Racism culture continues to be embedded across the community.	HT	Regular evaluation of staff training. Regular RAG rating of Anti-racism action plan. Stakeholder surveys.

Advancing equality of opportunity between people who share a protected characteristic and those who do not share it.

Objective	Evidence Source	Actions	Success Criteria	Lead People	Monitoring & Evaluation
Raise attainment of underachieving ethnic groups in reading, especially Black Caribbean, at greater depth.	Pupil outcomes Data	Quality First Teaching Adaptive teaching strategies. See SDP for greater depth strategies.	Progress scores for Black Caribbean children are at least in line with national. Reading greater depth percentages for Black Caribbean children are in line with national averages.	Reading Lead	Termly analysis of data RAG rate impact of SDP Feedback from coordinator - termly

Fostering good relations across all characteristics and between people who share a protected characteristic and those who do not share it.

Objective	Evidence Source	Actions	Success Criteria	Lead Person	Monitoring & Evaluation
Successfully implementation of the new behaviour policy.	Pupil survey Parents survey Behaviour tracking logs.	SLT to continue with the rigorous implementation of the Behaviour policy.	Children in school can articulate the behaviour policy confidently. Reduction in negative behaviour incidents over time. Children are kind and respectful to everyone including those from all protected characteristics.	SLT	Pupil and parent voice in line with the Monitoring cycle. Classroom 360 observations and learning walks.

To raise the awareness of British values and protected characteristics across the school; to ensure that our community is tolerant of all.	Pupil survey Behaviour tracking.	Awareness raising events across the school through class activities, the curriculum and celebrations. and parent. School display showcases our commitment to British values and equality of those with protected characteristics	Children and stakeholders of Welbourne primary school have a deeper understanding of British values. Children become increasingly tolerant and kind to all pupils, including those with differences.	SLT	Termly pupil voice activities.
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Appendix 1 - Access Audit

			Person	Date to complete
Number of storeys	Welbourne Primary School is a school build mainly on one level. Two areas have a second storey. One area is the staff room and the other is above the hall along the Inclusion corridor. A stair lift for both areas has been considered in the past.	The situation will constantly be reviewed if needed and access to this area considered. 2025 – There is currently no need to reinstall the lift. Given the prospect of the School's Rebuilding Programme, a stairlift will not be economically viable.	HT	On-going
Corridor access	Corridors and doorways are all wide and kept clear and provide no hazards or problems.	Regular checks of corridor areas will be maintained to ensure they are kept well and are well maintained to allow access at all times.	HT	Regular half – termly checks
Parking bays	Allocated disabled space is available for staff. There is no allocated parking for visitors.	Space maintained for disabled parkers at all times.	HT	On-going
Entrances	All entrances to the school are fully accessible. Entrances are wide enough for wheelchair access.	Ensure entrances are kept clear.	HT	On-going
Ramps	We have one ramp in school and this is fully maintained. The flooring has additional grip features. *There is one route that does require steps to access. This is the walkway through the garden and this has been required	Currently the ramp has required very little use as our service users have not required it for some time. Ensure the ramp does not become slippery. Maintain the grip on it for when it is used.	Site team	Half – termly checks.

	following			
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	the condemnation of areas within the building containing RAAC.			
Toilets	We have three disabled toilets, one in the Children's Centre, one in the new build and one in the main building.	Maintain the toilets so that they are always available for use.	Site team	On – going
			Person	Date to complete
Internal signage	Labels around the school can be written in large print or braille should the need arise. Currently we have one visually impaired pupils and signage has been adapted for these pupils.	Monitor pupils entering the school and update signage as required. Adaptations to the site have been made for a visually impaired child following recommendation received from the visual impairment team. We will continue to monitor this.	HT	On – going when any pupil joins the school and each year during the preparation period of the Summer Term.
Emergency escape routes	All emergency exits are clearly signposted and kept clear.	Ensure the maintenance of all emergency exits.	Site team	On – going

2 storey areas of the school.	The staff room is on the first floor. However, other kitchens, toilets and rest areas are available on the ground floor. The Inclusion Corridor has no access up the stairs to the sensory room. If a child was admitted with access difficulties this would need to be reviewed at that time.	Review the situation of the Inclusion Corridor should the need arise. The school has now developed sensory spaces at ground floor level.	HT	On – going
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Access to the curriculum	Children with protected characteristics perform well historically at Welbourne. The school recognises that it wants to improve at adapting teaching for all. An action plan to improve this will be developed and CPD for children with ASC and significantly delayed development has been given recently – Since the writing of this plan.	Embed ASC training and HIVES pilot/training. Consider adaptive teaching across the curriculum as an area who whole school development (SDP)	SENCO	See SIP
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Appendix 2: Access Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria
To improve and maintain access to the 2 nd storey areas of the school.	On-going consideration given to access of the two 2 nd storey areas in relation to the staff and pupils at the school.	Short To constantly be aware of pupils / staff joining the school in order to ensure access is available if required. Medium Meetings held half termly to consider the access required for a pupil who may join us from the nursery On-going To always work with staff and outside agencies to consider pupils who may be joining the school in the future so we can consider if any reasonable adjustments need to be made.	Discussions with SLT, Staff in the Children's Centre, the Nursery, outside agencies, EP, Specialist Teachers etc. to ensure we are aware of any pupils who may be joining the school. SENCO meets half termly with staff from the Children's Centre to consider pupils who will be joining the school in the future and if they have needs that could require reasonable adjustments to be made to allow access to the two-storey areas of the school. Meetings with any parents of pupils who develop a medical need /disability that may require a further enhanced provision in the school. The inclusion corridor has no access via the stairs to the sensory room. If a child was admitted with access difficulties, this would need to be reviewed at the time.	SENCO SENCO SENCO SENCO	On-going On-going On-going On – going	• That any reasonable adjustments will be made to support pupils who attend Welbourne Primary School. • That any reasonable adjustments will be made to support staff who work at Welbourne Primary School. • That meetings will be held • MCPs in place as required • Salbutamol emergency inhalers in place as required. • That reasonable adjustments will be made should the need arise for the area to be more accessible.



Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria
To improve the delivery of written information	Newsletters etc. are available in large print. Posters are of a size that can be read by all in the school community currently. Newsletters are sent via email so the font size can be adjusted.	On-going To ensure that staff at Welbourne Primary School keep up to date with the needs of parents, staff and children to ensure that any written information is in a format that is user – friendly. To adapt signage to incorporate larger signs and / or braille as required.	SENCO to monitor intake of pupils and any changed to the requirements of pupils in the school, to ensure the correct provision for written materials is in place. SENCO and school staff to be aware of the needs of pupils and other staff members within the school community and those who are new to the school to ensure that their needs are taken into account.	SENCO All staff	On-going On -going	• That all written information will be accessible to all • Any reasonable adjustment will be made to ensure that all written materials are put into any format that may be required.

To increase access to the curriculum for pupils with a disability.	Staff have received a range of training and support to ensure that they deliver quality first teaching. This is on – going to ensure we do all we can to enable pupils to access the curriculum and reach their full potential. Staff who work closely with EHCP pupils in the classroom are provided with a file of information of how to support the child, strategies to use and weekly targets. Regular meetings to consider children's needs. SENCO meets with parents	Short SENCO to ensure updated Assess, Plan, Do, Review documentation is consistently used across the school and that targets and strategies to reach them are clear. Medium To support pupils with specific difficulties to ensure they are able to access the curriculum to their full potential. When completing formative assessments, support	Continue to work with staff on using assessment and record keeping to show progress, including through updated Assess, Plan, Do, Reviews. Embed ASC training Embed HIVES training	SENCO SENCO	See SIP	• That appropriate assessments will be used by staff for appropriate pupils. • Record sheets are used to record progress. • Regular meeting with the Inclusion Manager to consider the provision in place for pupils. • Regular meetings with parents to consider the provision in place for pupils. • School monitoring demonstrates QFT in classes and enables pupils to make good progress.
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	of children with difficulties so that their input can be included in the best ways to support their children. Assess, Plan, Do Review meetings take place termly so staff and parents are aware of the best ways to support	staff with their understanding of the Engagement model and HIVES pathway where appropriate. On-going To continue to work with staff to				
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	children.	ensure QFT is in place.				
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