

EQUALITIES INFORMATION AND ACCESSIBILITY PLAN 2025-2028



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The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

- Analysed our effectiveness in terms of equality.
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled pupils can participate in the school's curriculum which includes improvements to the physical environment.

1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and PSHE/RSE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken by families in our school community.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils regularly discuss and understand our core values which include 'be respectful' and be kind'.
- All staff have completed 'Prevent' Training and receive regular updates.

In relation to DISABILITY, the evidence we hold tells us:

- We have a high number of pupils with EHCP compared to other schools.
- Pupils, parents and staff with SEND feel included in school life.
- We make "reasonable adjustments" for pupils and staff with disabilities.
- Pupils who transfer to our school make friends quickly and have a more positive experience than they did elsewhere.

- The PSHE and Citizenship curriculum addresses this in an age-appropriate way in each year group.
- Assemblies address individual pupil's needs and abilities in a way that they feel comfortable and are encouraged to participate.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- We have very good, proven procedures in place to ensure smooth transitions between key stages and schools for disabled pupils and those with medical needs.
- Parents are able to use disabled parking in school car park.
- The learning environment reflects the range of disabilities within the school.

In relation to SEX, the evidence we hold tells us:

- Boys and girls typically attain similarly in English and Maths but this differs from cohort to cohort.
- All children have access to after school clubs.
- All children from Early Years to Year 6 have regular access to qualified Sports Coaches. Most teams are mixed gender.
- Our staff and pupils challenge stereotypes.

In relation to GENDER REASSIGNMENTt, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make "reasonable adjustments" if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- Our Science and Health and Relationships Education suits our pupil's needs.

- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can request to work hours to suit them on returning to work after pregnancy.
- Staff choose to return to work here after maternity leave and often request part time, more flexible work. A high percentage of our staff choose to send their children to our school.

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive.
- We practise Equality and Diversity in Employment.
- A wide and varied curriculum is covered by all children throughout our school.
- We have regular visiting Christian leaders for collective worship and welcome other faith visitors.
- We plan a range of visits to places of worship in our RE curriculum from a range of religious faiths.

In relation to SEXUAL ORIENTATION, (including LGBTQI+) the evidence we hold tells us:

- Our Science, health and relationships education suits our pupil's needs.
- We practise Equality and Diversity in Employment.
- We have an equal opportunity policy to address this.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after school clubs.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our Core Values encourage pupils and staff to respect and be kind to others. Pupils are able to articulate this in age appropriate ways.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN rather than their economic disadvantage.
- We provide financial support for school trips and clubs, squads and music tuition so no child is discriminated against due to economic disadvantage.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE, our self-evaluation tells us:

- We live in a mainly white, British community although we have an above average number of children who speak English as an additional language.
- We involve pupils and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.
- We translate any letters for families that we send home where necessary to their home language.
- We use a range of technology to enable children to access the curriculum if language is a barrier.

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by PSHE/RSE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities due to our open and honest discussion with pupils and parents about individual needs.

- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- Our disabled parking bays are available for use.
- Our SEN Information Report was written in consultation with parents, governors and members of the wider community.

In relation to SEX, our self-evaluation tells us:

- Data shows there is little difference between rates of progress for boys and girls although this varies for each cohort.

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, counsellor and other agencies.
- Most staff return to work at Katherine Semar following maternity leave.
- We encourage staff to take shared parental leave.

In relation to AGE, our self-evaluation tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.

In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We plan a range of visits to places of worship in our RE curriculum from a range of religious faiths.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues however, through our Core Values, these issues are addressed regularly with all pupils in an age appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required. Children who qualify for pupil premium have lower attendance which can lead to lower attainment and is something that we strive to improve.

Katherine Semar Equality Objectives					
January 2025 – January 2028					
Equality Focus	Action	Success Criteria	Date to be completed by	Who will be responsible for implementation	Impact (recorded by March 2028)
Race	Review of the school curriculum to ensure it is diverse and reflective of the world we live in.	Children’s learning experiences broaden their life outlook	July 2025	SLT	
	Work with staff to be vigilant to and challenge potentially discriminatory language	Children use language respectfully and appropriately	By July 2025	SLT	

	Design four cycles of annual assemblies which use picture books to explore a range of races.	Children's understanding of race is widened.			
Disability	To discuss with pupils different forms of discrimination	Children show tolerance to each other	Ongoing	All staff	
	<p>To engage with Partnerships for Inclusion of Neurodiversity (PINS) to support staff and parents to:</p> <ul style="list-style-type: none"> • Help shape whole school SEND provision. • Provide early interventions at a whole school level. • Upskill school staff. • Support strengthening of partnerships between schools and parent carers. 	<p>All children and parents in our school fully supported.</p> <p>Staff feel confident to support all children and parents in our school.</p>	By July 2026	All staff	
	<p>To engage with The Education Special Schools Trust (ESSET), an outreach project through Essex County Council that has been devised with the strategic aim of supporting staff who are teaching and developing children with a range of SEND needs.</p> <p>This will help us to develop an engagement curriculum for the children in our school</p>	<p>All children have a curriculum that is tailored to their individual needs.</p> <p>Research</p> <p>Implement</p> <p>Embed</p>	<p>2005</p> <p>2026</p> <p>2027</p>	All staff	

	with the most severe and complex needs who need a personalised curriculum	Evaluate and improve	2028		
Sex and Gender and sexual orientation	For all staff to attend homophobic bullying training. All staff to have sexual harassment training,	All staff attend update training so that they will challenge stereotypes and discrimination	Annually	Headteacher	
	To discuss with pupils different forms of discrimination	Children show tolerance to each other	Ongoing	PSHE/RSE Subject Lead	
Religion and Belief	To continue to foster curiosity and develop a respectful attitude towards other faiths.	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	Ongoing	Curriculum Leads	
	To increase the number of multi faith visitors to school	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	Ongoing	SLT RE leader	

Economic Disadvantaged and life experience disadvantaged	To ensure children benefit from Pupil Premium funding and make good progress from their baseline assessment, and meet at least age related expectations	The gap closes between non PPG and PPG pupils.	Reviewed termly	SLT	
	To raise attendance of PPG children to raise attainment.	Pupils meet KS attendance target of minimum of 96 per cent.	Reviewed monthly	Attendance team	

Our definition of Disability is a person who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry our normal day to day activities.

Katherine Semar's Accessibility Plan					
January 2025 – January 2028					
Target	Strategies	Success Criteria	Date to be completed by	Who ?	Impact (recorded by March 2025)
Access to the curriculum	Pupils who experience Social, Emotional and Mental Health difficulties are supported so that they	Pupil is referred to appropriate well-being support including our play therapist and learning mentors.	reviewed termly	SENCO	

	can engage with the curriculum	Interventions are effective in improving pupil's social, emotional or mental health well being			
Access to the physical Environment	<p>Ensure external ramp access is in good working order.</p> <p>Regular review of needs for current pupils, including personal evacuation and classroom layout.</p> <p>Regular Health & Safety inspections of the physical environment (at least 3 per year) carried out by H&S governors & Site Manager</p> <p>The school accommodates the requirements of all members of the school community & visitors</p>	<p>All ramps are in good working order.</p> <p>All pupils are able to evacuate safely. All pupils' personal needs are met.</p> <p>All members of the school community & visitors have full access to the physical environment of the school.</p> <p>Children with a physical disability are able to move independently around the site</p>	Health and Safety termly inspection	H and S Governor and Premises Manager	All buildings are accessible with ramps including new reception area (2021). In 2024 two children needed to access site in wheelchairs. Informal feedback was sought and site was fully accessible
Access to Information	<p>Regular school website review</p> <p>Families and staff have easy access support agencies via the school website.</p>	<p>Parents can access information easily on the school website.</p> <p>Availability of written material in alternative formats when specifically requested e.g. school brochures, school newsletters and other information for parents.</p>	Ongoing	Headteacher and website administrator	

	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Disabled members of the school community able to access school information.</p> <p>Communication with parents and carers who have disabilities e.g Braille, large print, telephone, texting or emails, telephone appointments</p>	<p>The school will be able to provide written information in different formats when requested for individual purposes.</p> <p>Ensure parents and carers with a disability are receiving communicative information in an accessible format/media. All school information available for all who request it.</p>			
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