



Annemount School Equality Policy

This policy applies to the whole school including EYFS

We believe that all children have equal rights to the benefits and opportunities of our society. Within our communities there are individuals who may experience discrimination and disadvantage. We are committed to promoting fair and equal access for all individuals to our services and creating an environment in which all children are supported to reach their full potential.

Aims

- We understand that compliance with the Equality Act 2010 is a legal requirement and we have regard for this Act.
- We are aware that we must not treat disabled or SEND pupils and prospective pupils less favourably, without justification, in:
 - Admissions
 - Education and other services provided for pupils
 - Exclusion
- We will take reasonable steps to ensure that disabled and SEND pupils are not put at a substantial disadvantage relative to the cohort.
- We will help and support parents/carers and children with disabilities or SEND to the best of our ability.
- We will include and support those with protected characteristics such as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnerships and pregnancy and maternity. We are inclusive of all ethnicities and nationalities.
- We work in partnership with parents/carers in meeting individual needs.
- We monitor and review our practice and provision and when necessary, make adjustments.

Methods

- We endeavour to provide a broad and balanced curriculum to meet the individual needs and abilities of all the children.
- We adjust the distribution of space and facilities available to accommodate individual needs and to ensure comfort and access.
- We discuss targets and intervention with parents and carers in Care and Concern Meetings to meet any additional needs required by their children to be reviewed regularly.

- We have an appointed SENCO, Geraldine Maidment, who coordinates support for and monitors the progress of pupils with SEND.
- Relevant members of staff meet regularly to discuss the needs of all the children.
- We monitor and renew our policy annually.
- The Equality Act does not require our setting to provide additional aids and services to support children, although these may be available through the SEND framework. We reserve the right, however, to charge parents for any additional aids and services that their children may require.

Three Year Accessibility Plan: 2020-2023

- To treat disabled pupils equally
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- To ask about any disability or health condition in early communications with new parents and carers.
- To make suitable and timely adjustments, as appropriate to each individual case which is child and case specific
- To provide an Accessibility Plan in accordance with Schedule 10 of the Equality Act 2010 (Reviewed September 2019)

Definition of Disability

The Equality Act 2010 retains the following definition of disability: "A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities".

Annemount School selects pupils according to aptitude and suitability to the curriculum programme of the school. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

The school is located in a protected environment with very little planning opportunity to make changes to the building itself or the building's footprint.

Accessibility Plan

How the school plans to increase the extent to which disabled pupils can participate in the school's curriculum:

There are areas of the curriculum to which disabled pupils have limited or no access. The school endeavours to differentiate activities appropriately and/or to provide alternative tuition so as to ensure that all pupils, including those who are disabled, make good progress according to their individual abilities.

Date: July 2021

Review Date: July 2022