

LITTLE HEATH SCHOOL

EQUALITY POLICY Autumn 2025

Purpose and background

The central aim of Little Heath School is to provide the best educational opportunities and experience to which all pupils are entitled. Our primary objective is to educate and prepare all of our pupils for life.

Our school is made up of a wide variety of people, with varied backgrounds, lifestyles and cultures. It is a diversity which enriches our lives and the educational process. Little Heath School seeks to be an inclusive and welcoming community which values diversity and which protects and promotes the dignity of every member of our community. Little Heath School has a sharp focus on the well-being and progress of all our children and young people and where all members of our school community are of equal worth. We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development. All staff and students are encouraged and supported in reaching their full potential.

We, as a whole school community realise, however, that many members of the community may experience unfair discrimination, harassment or prejudice both inside and outside school. It should be the concern of everyone in school to challenge such prejudiced behaviour and attitudes and to take an active stand against them. The school rejects such discrimination and therefore commits itself fully to a policy of challenging all prejudice and discrimination.

As a school, we take equality seriously and everyone who works or studies at Little Heath School should demonstrate an awareness of this through practice. All cases of prejudice or discrimination will be taken seriously and dealt with according to existing school procedures. Our policy is made clear to visitors and stated in pupil admission and staff recruitment literature.

SCOPE OF THIS POLICY

We expect all who are involved with Little Heath School to be committed to this policy whether staff, students, parents or governors. This policy applies to all members of school staff, to students and to school governors. It provides guidance and information for parents, carers, school visitors and other members of the wider school community and sets out the school's expectations and required standards of behaviour with regard to equality issues.

GUIDING PRINCIPLES

All those involved with Little Heath School are committed to:

- ❖ Recognizing that all members of the school community are of equal value and should be treated with dignity and respect
- ❖ Fostering mutual respect, so that everyone can expect to be valued, regardless of gender, race, language, culture, age, ability, sexuality or social class
- ❖ Raising the awareness of all members of the school community about the rights of others
- ❖ Ensuring that the curriculum is appropriately accessible to all pupils irrespective of gender, race, religion or physical ability

- ❖ Promoting personal achievement as a positive goal, dispelling stereotyping and actively encouraging the raising of pupils' self esteem
- ❖ Opposing all forms of prejudice and discrimination
- ❖ Promoting an inclusive culture, good practice in teaching, learning and assessment and good management practice
- ❖ Creating a happy and caring environment at Little Heath School

Policy objectives:

- To fulfil the school's statutory responsibility with regard to equality;
- To outline the school's Equality Objectives
- To outline the School's Accessibility Plan as required by law
- To promote the school's safe and caring ethos and to create an environment in which discrimination is seen as inappropriate and unacceptable;
- To foster good relations within the school;
- To ensure that as a school, we take matters of equality seriously. Harassment and discrimination will not be tolerated and parents and pupils should be assured that they will be supported if any discrimination is reported;

Management of policy

School:	This policy is implemented and managed by the Headteacher, in consultation with the Deputy Head and the Student Wellbeing Lead.
Governing Body:	The Governors' Behaviour, Safety and Welfare Committee reviews this policy and recommends amendments to the Governing Body for final decision.
Approval:	Approved by the Governing Body – Autumn 2025

Next review of policy & Accessibility Plan due: Autumn 2028

Associated policies

Admissions Policy
 Safeguarding Policy
 Behaviour Policy (including Anti Bullying)
 Inclusion Policy
 Teaching and Learning Policy
 RSE Policy
 Recruitment Policy
 Health & Safety Policy

Practice and procedures

This policy recognises that all members of the school community have a role to play in effectively promoting equality and tolerance at Little Heath.

For guidance on the school's practice and procedures, please refer to the appendices.

Associated Documents

This policy refers to the Equality Act 2010, which provides a single source of discrimination law. We note the scope of the legislation with respect to the provision of references and actions after a member of Little Heath has left our school community.

This policy, and related strategies and guidance, are drawn up in accordance with legislation and Government guidance:

The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Children and Families Act 2014

The Equality Act 2010 refers to nine protected characteristics:

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

This policy takes note of the four kinds of unlawful behaviour outlined in the Equality Act:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

The provisions of the Act relating to Disability are covered in an appendix to this policy.

Appendices

Appendix 1: Implementation - the policy in operation

Appendix 2: Public Sector Equality Duty and Equality Objectives

Appendix 3: Racial Equality Policy

Appendix 4: Disability Policy

Appendix 5: Accessibility Plan

Appendix One - IMPLEMENTATION: THE POLICY IN OPERATION

THE ROLE OF TEACHING STAFF

In addition to the guiding principles, all members of the teaching staff will seek to:

- ❖ Value the worth of each pupil
- ❖ Provide for all pupils according to their need
- ❖ Provide all pupils with equal opportunity in their learning
- ❖ Deliver the curriculum in an inclusive way which encourages all students to participate
- ❖ Offer all students the same access to resources to help them learn
- ❖ Equip pupils with an awareness of our diverse society and an appreciation of the value of difference
- ❖ Model appropriate behaviour and good practice
- ❖ Recognise effort and positive attitude in every child
- ❖ Promoting an inclusive and collaborative ethos in their lessons and being role models for equal opportunities through their words and actions.

All School Staff (teaching and non-teaching) have a responsibility for the day to day operation of this policy and will contribute to an inclusive and welcoming environment within the school. In addition, all school staff will challenge prejudice, discrimination, stereotyping and any inappropriate language or behaviour.

THE ROLE OF THE GOVERNING BODY

As a school with Voluntary Aided Status, the Governors, as employers, in conjunction with the Headteacher and Leadership of the school, are legally responsible for ensuring equality.

The Governing Body is responsible for:

- ensuring that all governors are aware of their responsibilities under equality legislation;
- having due regard to the school's general equality duty when making decisions;
- regularly monitoring equality issues and reviewing the impact of this policy;
- ensuring that all the school policies promote equality;
- ensuring that the school's equality objectives are published, actively pursued and reviewed at intervals of no more than four years;
- ensuring that equality information is published on an annual basis;
- monitoring the achievement of equality objectives.
- promoting British values.

The school will make full use of the talents of its workforce.

THE ROLE OF PARENTS



All parents should be aware of this policy through admissions literature, the School prospectus and the day to day working of the school. Parents have a responsibility to

support the school with regard to this policy and the school will work in partnership with parents as appropriate in matters relating to equality.

Parents/carers are expected to:

- support the school's approach and commitment to equality and to comply with the provisions this policy;
- support the education of their child/children with regard to equality issues;
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

THE ROLE OF STUDENTS

Students are responsible for:

- respecting others in their language and actions;
- following all of the relevant school policies and codes of conduct in line with the principles of equality

THE ROLE OF VISITORS

Visitors (including parents, carers and contractors) are expected to:

- support the school's approach and commitment to equality and to comply with the provisions this policy;
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

THE PASTORAL SYSTEM

At Little Heath School we have a strong pastoral system which promotes co-operation, caring and understanding amongst all our pupils. The Deputy Heads, Assistant Heads, Heads of Year and Progress Leaders will deal, in the first instance, with any concerns relating to discrimination from pupils and will use existing school procedures as appropriate.

Please see related policy on behaviour (including anti-bullying).

TAKING POSITIVE ACTION TO ELIMINATE DISCRIMINATION

We will:

- Raise awareness of equality related issues to staff as appropriate
- review and adjust policies as necessary

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school. This will ensure that policies, procedures and decisions do not even inadvertently, disadvantage groups of students with protected characteristics

Little Heath School is a TELLING school and a LISTENING school.

Harassment in relation to any of the nine protected characteristics described in the Equality Act 2010 will not be tolerated and any incidents will be dealt with by the Pastoral team in line with the school's Behaviour policy.

We will continue the work of our SMILE Peer Mentoring team and the supportive role that it can play to pupils at our school.

The school is committed to ensuring students understand that they belong to a society and a world that is diverse and multi-cultural. The school will regularly consider and review the way in which its teaching and the curriculum helps students understand and value difference and diversity and to challenge prejudice and stereo-typing. PSHE lessons and tutorial work will allow pupils to explore respect and how we should treat others.

ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

 Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have

- Taking steps, where reasonably possible, to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

The school site

We will provide access to our school buildings for all our pupils. Mindful of the difficulties that some groups face, we will work to ensure that our site is fully accessible and that obstacles to access are removed as far as is reasonably practicable.

FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum;
- Promoting a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour;
- Holding assemblies that promote equality such as Black History Month and Pride Month;
- All staff modelling respectful attitudes to others;
- Actively encouraging and respecting student views. Students are given effective voice for example through School and Year Councils, Feeling Safe Survey and there are regular opportunities to engage with students about their learning and how they are feeling;

- Providing opportunities for children to appreciate their own culture and celebrate the diversity of other cultures through our annual Cultures Day and Cultural Celebration Evening.

STAFF OF LITTLE HEATH SCHOOL

Staff should not suffer any harassment as a result of gender, sexuality, disability, language, age, religion or race. Any member of staff who does suffer such harassment will be fully supported by the Senior Leadership Team of the school. The Headteacher is responsible for this.

New Staff will be made aware of the school's policy on Equality and of their responsibilities with respect to this policy through literature and practice. All staff are entitled to support in their professional development and access to career development and training. All staff will be respected and encouraged to reach their full potential.

The school takes note of its responsibilities under the Equality Act as an employer.

APPENDIX TWO - PUBLIC SECTOR EQUALITY DUTY AND EQUALITY OBJECTIVES

Little Heath School has **due regard** to the three key requirements of all public bodies as outlined in the Equality Act:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In the functioning and operation of our school, and in the development of policy and practice, Little Heath School will have **due regard** for the spirit of this duty and for its obligations therein.

We also take note of the specific duties set out in secondary legislation (the Equality Act 2010 (Specific Duties) Regulations 2011)

Under this legislation, we are required to publish objectives which promote equality.

The equality objectives will be renewed in the same cycle as the Accessibility Plan. The next review of both will be due in Autumn 2028.

Equality Objectives from AUTUMN 2025- AUTUMN 2028:

	OBJECTIVE ONE: To continue to promote a tolerant and inclusive school community where all feel welcomed and valued	OBJECTIVE TWO: To raise awareness and understanding for staff and students of the Nine Protected Characteristics and the gifts which their characteristics bring to our school community	OBJECTIVE THREE: To continue to ensure that all students have equitable access to leadership opportunities within the school and all students are given the opportunity to make a positive contribution to the life of the school.
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Why did we identify this objective?	Discussion with staff and students Building on the work in school from these last years	Feedback from staff and from Feeling Safe Survey has identified that we need to raise awareness of these characteristics	School Improvement Plan Discussion with specific students Discussion with staff
What will we do to achieve the objective?	1. Assemblies focus on core school values of kindness, tolerance and respect for all 2. Continuation of Cultures Day and Cultural Celebration Evening 3. LHS Pride+ group continues to meet offering a safe space for LGBTQ+ students. 4. Work towards the creation of "WeThe15" Disability group 5. Showcase student achievements in newsletters and on school social media pages 6. Praise and rewards are given consistently across year groups and subject areas 7. Develop our processes so that they educate and support those involved in incidents to promote understanding and change 8. Promotion of Student Wellbeing and Staff Wellbeing	1. Staff training 2. Display posters, infographics, and student-created art highlighting each characteristic and the strengths they contribute. 3. Use assemblies and tutor time to spotlight characteristics at a time, emphasizing positive contributions. 4. Map opportunities in the curriculum (eg. History, English, PSHE, RE, Science) to include examples of diverse role models representing each characteristic.	1. Promotion of leadership opportunities available through Diversity group and LHSPride+ 2. Strengthen existing platforms as fora for promoting equality by ensuring diverse representation. 3. Student Council is a hub that contributes to positive change at school. 4. Develop Student Leadership opportunities 5. Governors hear voices and opinions of a range of students 6. A range of extra curricular opportunities are offered and all students are encouraged to participate
How will we measure the success of the action against the objective?	Feedback from Cultures Day Attendance at LHSPride+ Creation of "WeThe15" group in this three-year period Development of our school processes	Feeling Safe Survey and staff survey shows an increase in awareness of the protected characteristics	Analysis of student leadership applications and positions reflects the diversity of the school population Governors meet with students through Student Voice Conference and establishment of focus groups There are increased leadership opportunities for more students
Which of the protected characteristics does this objective link to?	Sexual orientation, Gender, Race, Religion, Disability	All nine protected characteristics	Sexual orientation, Gender, Race, Religion, Disability

We are also required to publish information to show how we are complying with the three key aspects of the PSED. Governors receive information annually to show how our school is complying with our obligations under PSED. We will also publish information annually each Autumn through the Little Heath School website.

APPENDIX THREE - RACIAL EQUALITY POLICY

GENERAL STATEMENT

The Equality Act 2010 incorporated the Race Equality Duty within the Public Sector Equality Duty.

Little Heath School defines a racial incident as ***any incident which is perceived to be racist by the victim or any other person***
Stephen Lawrence Inquiry Report 1999.

Racial Incidents are recorded and monitored through CPOMS. Such incidents are reported to the Governing Body through the Headteacher's termly report.

Incidents are dealt with by the Pastoral team in line with the school's behaviour policy. Any follow up of incidents should include support for the victim and should seek to educate the alleged aggressor and promote greater understanding.

We expect all who are involved with Little Heath School to be committed to the principles outlined below:

- ❖ The Governing Body will ensure that the school complies with the Race Relations legislation.
- ❖ All pupils and staff are supported and encouraged to reach their full potential at Little Heath School
- ❖ All pupils will receive an education that will assist them in understanding and appreciating the diversity of culture within and outside the school community
- ❖ We will work in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination
- ❖ We will ensure that appropriate action is taken in any cases of racial discrimination
- ❖ All pupils and staff will be encouraged to be proactive in making Little Heath School develop existing good race relations and promote the importance of eliminating any discrimination or prejudice.

This policy is based upon a suggested framework from the Equality and Human Rights Commission.

APPENDIX FOUR - DISABILITY POLICY

The Equality Act 2010 replaces previous discrimination laws. Disability is one of the nine protected characteristics covered by the Act.

As well as prohibiting unfair treatment on the basis of disability, the Act includes the responsibility to make reasonable adjustment for a disabled person.

From this, and previous legislation, there is a statutory duty on public authorities, including schools and Local Authorities to promote equality of opportunity for disabled people. The three key duties of all schools are:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- To establish a plan to increase access to education for disabled students.

All schools have duties towards the following groups:

- Disabled pupils;
- Disabled staff; and
- Disabled parents, carers, governors and other users of the school.

This appendix will set out how we aim to:

- Eliminate unlawful discrimination against disabled people.
- Eliminate unlawful harassment of disabled people.
- Promote equality of opportunity for disabled people.
- Encourage participation by disabled people in public life.
- Take steps to take account of disabled peoples' disabilities even where that involves treating disabled people more favourably than other people.

Definitions

The Act states that a person has a disability if

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Disabled young people are covered by the SEN framework where their disability prevents or hinders them from making use of facilities that are generally provided, and they require special educational provision, that is, something additional to or different from provision made generally for others of the same age. The definition of disability used in the SEN framework is that used in Equality Act.

Disability discrimination:

The Act has introduced changes around what amounts to discrimination on the basis of disability:

Direct Discrimination: A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants.

Indirect Discrimination: A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only

Discrimination arising from disability: A school must not discriminate against a disabled pupil because of something that is a consequence of their disability. This replaces the previous concept of disability-related discrimination.

Harassment: A school must not harass a pupil because of his or her disability

Duties under the Equality Act relating to Disability

Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people. We take note of the guidance provided by the Department for Education:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Embedding the Equality Act with regard to Disability

Little Heath School does not discriminate:

- In relation to admissions
- In relation to education and associated services; or
- By excluding a pupil.

Admissions

Little Heath School will not discriminate against a disabled person:

- In the arrangements for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed.
- In the terms on which the school offers pupils admission to the school;
- By refusing or deliberately omitting an application for admission to the school from someone who is disabled.

The school will examine each individual case fairly, taking advice from parents, previous schools and specialist services. Wherever possible, the school will make reasonable adjustments to accommodate the needs of a disabled student. The school will evaluate the full range of provision for the student, including organisational arrangements, access arrangements in respect of both the curriculum and the physical facilities of the site, and necessary learning and exam support.

Little Heath School is committed to ensuring that all students can participate fully in the life of the school. We would not anticipate that a student with a disability would be excluded from any aspect of school life, including extra-curricular opportunities. Where necessary, we will make reasonable adjustments to ensure that disabled students can participate fully.

Links to other agencies

The school will work closely with outside agencies, such as West Berkshire Council and the Family Information Service, to plan and assess provision for students with a disability. We will aim wherever possible to make reasonable adjustments in order to act on the advice given by specialist services. Staff in the Student Support Department will maintain regular contact with any outside agencies that are supporting a student to discuss any issues relating to their particular needs.

Parents and visitors

Little Heath School aims to provide an open and welcoming environment for parents and all other visitors. The school does not discriminate and will make reasonable adjustments to accommodate the needs of any parent or visitor. This might include ensuring that any parents with a disability have access to parents' evenings and other school events or making provision for parents or visitors with a hearing impairment. We encourage parents to inform us of any ways in which we can make it easier for them to attend events at school and aim to meet any individual requirements.

Exclusions

The school recognizes that it is unlawful for a responsible body to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment except as provided for under the law. If an issue should arise with a disabled student, it would be managed in line with our Behaviour Policy, whilst taking into consideration the particular needs of the individual student. In certain extreme cases, a balance will be struck that reflects the rights of other students and employees.

Taking positive action to embed the Equality Act with regard to disability

In addition to the positive action outlined in Appendix One of this policy:

Promoting equality of opportunity for disabled people

Every member of our community is important and where a pupil is disabled, each case will be examined individually to offer the maximum possible access to school services and activities, making reasonable adjustments where possible.

Little Heath is an inclusive school community, which respects each and every individual member. School events, such as Praise assemblies, will reflect and celebrate the diversity of our community.

Little Heath School pays due regard to the principles and the spirit of the Equality Act with regard to recruitment, selection and employment.

Encouraging participation in public life

At Little Heath, "every child matters" and disabled pupils, staff and parents will be encouraged to participate fully in the life and activities of the school.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Many reasonable adjustments that we make are designed to take account of pupils' disabilities and may involve more favourable treatment.

This may include, for example:

- Providing additional coaching or training for disabled pupils, staff or parents;
- Special facilities for disabled pupils at breaks and lunchtimes

We will provide information about services, support and facilities available for staff, students and others with disabilities and make adjustments on an individual, personalised basis.

APPENDIX FIVE - ACCESSIBILITY PLAN

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils as required by the three planning duties in Schedule 10 of the Equality Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is anticipated that the actions in this Accessibility Plan will enable Little Heath to meet its responsibilities under the Equality Act 2010.

Section 1A: vision & values

The introduction to this document embraces the school's vision and values with regard to pupils with disabilities. In particular, Little Heath School makes all children feel welcome irrespective of race, colour, creed or impairment. Our school has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. As this introduction makes clear, Little Heath supports the Inclusion Statement relating to the National Curriculum:

'An entitlement to learning must be an entitlement for all pupils. The National Curriculum includes, for the first time, a detailed, over-arching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.'

Little Heath's commitment to equality is driven by the National Curriculum Inclusion statement. We will:

- Set suitable learning challenges;
- Respond to pupils' diverse needs;
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Section 1B: Information from pupil data & school audit

Information is available from the school about the nature of the school's population. An Equality Statement is published annually on the school website.

Section 2A: increasing the extent to which disabled pupils can participate in the school curriculum.

The National Curriculum Statement on Inclusion outlines how teachers can modify programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage and it is expected that all teachers will personalise learning appropriately as a matter of teaching routine. Teachers will prepare class profiles, with the support of information from the Student Support Team, to help them consider individual needs and strategies for supporting individual students with access to learning.

Through curriculum planning and development, we will continue to ensure that our curriculum is accessible for all. In particular, we will add individual adjustments into future planning, so that there is a gradual incorporation of adjustments into the curriculum; we will build accessibility considerations into all new curriculum development work.

The development of approaches towards personalising learning will play a significant role in supporting this.

We will use target-setting techniques to support learning of all pupils and monitor progress, acting on the results of such monitoring.

We will deploy teaching assistants carefully and use our Student Support Department to support pupils as appropriate. We will also seek the assistance of external partners (eg. Educational psychologists) when and where necessary.

Priorities for increasing access to the curriculum can be found in the Action Plan.

Section 2B: Improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services.

Little Heath School is a welcoming and inclusive community and we will work to ensure that our physical environment reflects this.

We will look at which aspects of the physical environment are preventing or hindering the participation of disabled pupils in the life of the school and how, over time, the physical environment can be improved to increase access.

The identification of barriers in the physical environment will start with a consideration of pupils currently in the school and their needs throughout their time at the school.

Accessibility arrangements are also a consideration in the development of the school site in the future.

Priorities for improving the physical environment can be found in the Action Plan.

Section 2C: improving the delivery to disabled pupils of information that is provided in writing to those who are not disabled

Little Heath School will make adjustments as necessary to the information the school provides for pupils and how it does this. Standard information for pupils might include:

- Homework;
- Timetables;
- Worksheets;
- Teacher feedback and marking of work;
- Notices;
- Tests and examinations.

We will consider different and appropriate formats for this information according to the needs of the pupils in question.

A whole school approach for individual pupils is to be encouraged. As outlined in Schedule 10 of the Equality Act 2010, we will consider “*preferences expressed by pupils or their parents*”.

We will also make use of appropriate support services as necessary (eg. where Braille is required).

In planning for potential provision, the school will ensure that we are aware of what services are available with regard to specialised formats and how to access these.

Priorities for providing information for disabled pupils can be found in the Action Plan.

Section 3A: Management & co-ordination of this Plan

The Governing Body of the School has ultimate responsibility for and oversight of this Plan. The Governing Body, through its Behaviour, Welfare and Safety Committee, will consider the Accessibility Plan and the targets laid out therein. They will approve the Plan and agree the direction of it, as set out in the vision and values section and the introduction to this document.

The Governing Body is required to report to parents on the school's accessibility plan and will make appropriate arrangements to do so.

Section 3B: Making the Plan available

Staff will be made aware of this Accessibility Plan and it will be published on the school website.  addition, parents will be made aware of the existence of this policy.

The school's accessibility plan will be made readily available on request.



LITTLE HEATH SCHOOL ACCESSIBILITY PLAN: Autumn 2025



The Accessibility Plan will be reviewed and renewed in three years (Autumn 2028) as required by the Equality Act 2010.

Section 2A: increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategy	Outcome	Lead Responsibility	Timescale
All students continue to have a personalised curriculum that meets their individual needs	SEND students continue to have a plan that details student needs All teachers have class profiles for classes Student Support team continue to provide information as appropriate KS4 team & Student Support team continue to consider individual needs and plan accordingly during Options process KS3, KS4, KS5 teams liaise with Student Support team as appropriate to make any reasonable adjustments for individuals	Lesson observations , learning walks and annual review meetings report that teaching is matched to individual needs	DH i/c Student Support Team, SENDCO, Student Support team, HoDs	Ongoing
All staff to use targets to support progress	Teachers are aware of the banding and targets of the students in their class and use these to support learning	Targets are set effectively and are appropriate for students with additional needs	HoDs, teaching staff	Ongoing
All teachers have Class Profiles for their classes	All teachers consider appropriate strategies and access to learning for their lessons and subject Teachers are provided with information by the Student Support Team Staff to receive training as appropriate	All teachers are able to meet the requirements of individual student needs with regard to accessing the curriculum	Teachers , DH i/c Student Support Team, SENDCO, Student Support team SENDO and AH i/c T and L – training	Ongoing

To continue close liaison with outside agencies for students with ongoing health needs	Collaboration with external agencies and parents as appropriate	Students supported as appropriate	DH i/c Student Support Team, SENDCO, Student Wellbeing Lead, Student Support team and Pastoral and Safeguarding teams	Ongoing as necessary
Curriculum reviews ensure that the curriculum meets the needs of all students	Any reviews of curriculum look at - whether it offers multiple ways for students to engage and express understanding - how technology can support - review of materials for cultural relevance and diversity	Curriculum evolves to meet needs of learners	DH i/c curriculum Asst Head i/c T and L Hods and Key Stage Leaders	Ongoing as necessary

Section 2B: Improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategy	Outcome	Lead Responsibility	Timescale
Signage and information adapted for visually impaired users and well placed for wheelchair users	Discussion about necessary signage at the appropriate time – including consideration about height of signage and colour of signage	New signs are put in place as appropriate	Headteacher, School Business Manager, Premises Manager, Marketing team	Ongoing
Whole school events –accessible for all members of school community	Consideration of accessibility is a key part of planning for all whole school events	Reasonable adjustments made as necessary	SLT, Marketing team and all staff	Ongoing
Accessibility arrangements considered in future developments of the school site	Headteacher, Premises Manager and Business Manager to consider in refurbishment of the school site	Any new facilities are available to all and accessible to all	Headteacher, Business Manager, Premises Manager	Ongoing

	Seek advice from architects on any new proposed building works			
Quiet areas available for break/lunchtimes for students who need it	Students to be advised of quiet areas to which they can go Particular students to be encouraged to make use of these facilities as appropriate	Particular students are able to manage break and lunchtimes with greater ease	Pastoral team Student Wellbeing Lead Student Support Team	
Section 2C: improving the delivery to disabled pupils of information that is provided in writing to those who are not disabled				
Target	Strategy	Outcome	Lead Responsibility	Timescale
Availability of information for those who have difficulty with standard forms of printed information	Student Support team to continue to give guidance to classroom teachers in relation to personalisation of learning materials	Students who require different format materials continue to have access to them	Classroom teachers supported by SENDCO and Student Support team – learning materials for students	Ongoing
	Students to be consulted on an individual basis as necessary about how they would prefer to receive information and what is reasonably possible in school			Ongoing
	Training for staff on personalising learning			Ongoing
	Information about school to be produced in different formats and available for visitors on request via Main Reception	School is able to provide written information about the school in different formats when required Main Reception to respond to requests for information in different formats	AH i/c T and L and SENDCO – training for staff Business Manager, Office Manager – information at Reception	
Adjustments to be made for welcoming students who have been displaced from their country of origin (not necessarily disabled students but about accessibility)	Information, notices and learning materials such as Homework adjusted on a personalised basis as appropriate	Students are welcomed into the school and are able to access a personalised curriculum	SENDCO, Student Support Team Class teachers – for adjustments to classroom learning materials	Ongoing as necessary