



## EQUALITIES INFORMATION AND ACCESSIBILITY PLAN 2024 - 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: Respect, Responsibility and Resilience.
- All staff and Governors have completed 'Prevent' Training and receive regular updates.

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

- We have a high number of children with medical needs.
- We make "reasonable adjustments" for children and staff with disabilities.
- Children who transfer to our school make friends quickly.
- 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 attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after school clubs.
- All children from Nursery to Year 2 have regular access to qualified Sports Coaches.
- Our staff and pupils challenge stereotypes.

In relation to GENDER REASSIGNMENT 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 children's needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can ask to work hours to suit them on returning to work after pregnancy.
- Staff choose to return to work here after maternity leave.

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 welcome visiting Christian leaders for collective worship as well as other faith visitors

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

- Our Science, health and relationships education suits our children's needs.
- 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
- 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 children and staff to respect everyone and ensure that everyone is happy. Children are able to articulate this in age appropriate ways.

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

- The progress of children who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN rather than their 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 which means our children's understanding of race issues are limited, although our school population is becoming more multi - cultural.
- We involve all children and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

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

- Awareness raised by PSHE/RSE curriculum for all children is good.
- Our children are tolerant and understanding towards pupils with disabilities, particularly those who are neuro-diverse or have medical needs, due to our open and honest discussion with children and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- We provide designated parking for blue-badge holders
- 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 a difference in some cohorts, between rates of progress for boys and girls.

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.
- All staff return to work at Canvey Island Infant School and Nursery following maternity leave.

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

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All children 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 need to increase our Religious speakers from religions other than Christianity.

In relation to SEXUAL ORIENTATION, (including LGBTQ+), our self-evaluation tells us:

- Children and families are welcome to discuss any issues. Through our Core Values any 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 children who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers.

**Canvey Island Infant School and Nursery  
Equality Objectives June 2024 – May 2028**

Equality Focus	Action	Success Criteria	Date to be completed by	Who will be responsible for implementation	Impact (recorded by March 2025)
Race	Review 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 2024	Curriculum leaders	
	All staff to be vigilant and to challenge discriminatory language	Children use language respectfully and appropriately	Ongoing	All staff	
Disability	To discuss the meaning of discrimination with children	Children show tolerance towards each other	Ongoing	All staff	
Sex and Gender and sexual orientation	All staff to be aware of homophobic bullying and to be vigilant around children's use of discriminatory language	Children are respectful of everyone	Ongoing	All staff	
	Discuss the meaning of discrimination with children	Children show tolerance towards each other	Ongoing	All staff HT/DHT assemblies	
Religion and Belief	Continue to foster curiosity and promote a respectful attitude towards all faiths.	Children have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	Ongoing	All staff	
	Increase the number of multi faith visitors to school	Children have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	Ongoing	RE subject lead	

Economic Disadvantage	Ensure all children benefit from Pupil Premium funding and make good progress from their baseline assessment, and meet at least age related expectations	The difference between children in receipt of PPG and other children is reduced	Reviewed termly	SLT	
	Raise aspirations of children and their families and promote independence	Children have a 'can do' attitude and develop their resilience by persevering even when they find things difficult	Ongoing	All staff	

Our definition of Disability is a person who has a physical or neuro-diverse condition that has a substantial and long term adverse effect on their ability to carry our usual day to day activities.

**Canvey Island Infant School and Nursery  
Accessibility Plan June 2024 – May 2028**

Equality focus	Outcome	Action	Success Criteria	Date to be completed by	Who ?	Impact (recorded by March 2025)
Equal access to the curriculum	Pupils who experience Social, Emotional and Mental Health difficulties are supported so that they can engage with the curriculum	Child is referred to the Rockpool to work on personalised interventions	Interventions are effective in improving pupil's social, emotional or mental health and well being	Review termly	Class teacher SENCO	
		Personal Plan has SMART small step targets towards outcomes.	Evidence shows progress towards outcomes	Review termly		
Equal access to the physical Environment	All children are able to access the physical environment	<p>Ensure external ramp access is in good working order.</p> <p>Review the needs of current children, including personal evacuation and classroom layout</p>	<p>All ramps are in good working order and enable all children to access the physical environment</p> <p>All children are able to evacuate safely.</p> <p>All children's personal needs are met.</p>	Health and Safety termly inspection	H & S Gov and Site Manager	
Equal access to Information	All parents are kept informed about the school, including policies, events and general information	<p>Review the school website termly</p> <p>Ensure all families have access to digital information. If not send paper copies of essential information.</p> <p>Ensure families are aware that they can request paper copies of essential information</p>	<p>The website is compliant with DfE requirements.</p> <p>Parents know how to access information.</p>	Ongoing	Headteacher  GB	