



# SPRINGWOOD PRIMARY SCHOOL

## Equality Scheme, Accessibility Plan and Community Cohesion Statement 2022-2025

**Head Teacher: Mrs. Jacqui Wennington**

|                           |                                 |
|---------------------------|---------------------------------|
| Head teacher:             | Jacqui Wennington               |
| Date written:             | October 2018                    |
| Reviewed by:              | Jacqui Wennington               |
| Review date:              | May 2024                        |
| Next review:              | Summer 2025                     |
| Ratified by<br>Governors: | School Improvement<br>Committee |
| Date:                     | 5 <sup>th</sup> June 2024       |

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## 1. Foreword

We all have an ethnicity, an age, a sexual identity and a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the revised single Equalities Scheme for Springwood Primary School. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name: Jacqui Wennington

Signed:

Date:

Signed by Chair of Governors

Name: Craig McGabe

Signed:

Date:

## 2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure our success in attaining them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of gender, age, disability, gender identity, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010;

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics<sup>1</sup> - between people who share a protected characteristic and people who do not share it.

To further these aims, the school will choose and publish equality objectives.

This document meets the requirements under the following legislation:

[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](#).

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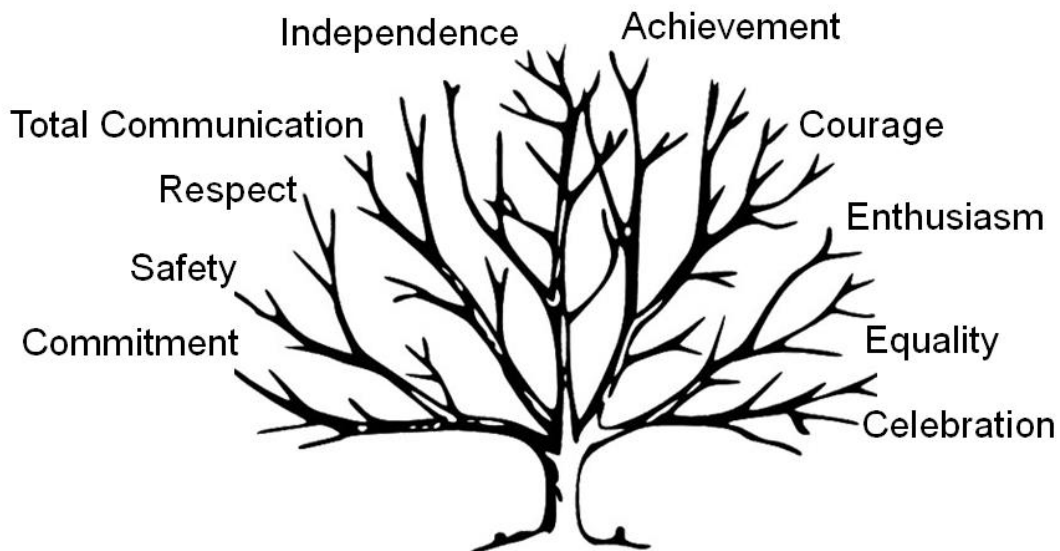
<sup>1</sup> Groups of people are referred to having the following 9 protected characteristics: disability, age, sex, race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

### 3. School Vision, Values and Mission Statement

Springwood Primary School provides a safe, stimulating environment in which all pupils have the opportunity to succeed.

At Springwood we respect each other, our pupils and their families. We have a curriculum that is meaningful, inspiring and enjoyable, promoting achievement for all. Through carefully planned holistic learning, pupils are enabled to achieve their best.

## Springwood Values



#### 4. School Profile

Springwood Primary School is a Special Educational Needs and Disabilities (SEND) school for pupils with an Educational Health Care Plan (EHCP). As such all pupils have a Special Educational Need or Disability. The school is located across three sites in the city of Salford in Swinton, Irlam and in the Irwell Riverside district. Pupils attend the school from across the city of Salford and as such, Springwood has a diverse population. We are proud of our diversity and the opportunities we create for our pupils.

1. Disability:

100% of our pupils have a disability and have an EHCP

2. Gender

Female 25%

Male 75%

3. Ethnicity:

White British 63%

Asian background 6%

Black 17%

Other White / Mixed 14%

4. EAL 24%

5. Religion:

Christian 38%

Islam 0%

Muslim 11%

Jewish 0%

Other or no religion 51%

Socio economic

Free School Meals 61%

Cared for Children 1%

Many pupils rely on transport to attend school and as such school needs to ensure parents and pupils are well supported as face to face contact can be limited.

## 5. Equalities Objectives

Having considered our school's current strengths and challenges, we have identified the following three priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

We identified the objectives following our 2021 – 2022 collaborative Learning Partnership Peer Review Feedback December 2021. The review focus was Reading across Springwood, the feedback included; 'Think about the range of texts on offer including the range of representations and cultures'.

In addition to this one of our current School Improvement objectives is centred around community links, we feel pupils will benefit from links and visits representative of the wider school community.

|   |             |
|---|-------------|
| Date objectives agreed with Governors   | 16.05.23    |
| Progress reviewed (to be done annually) | Summer 2024 |
| Final review date                       | Summer 2025 |

Our Equality Objectives, as agreed with our Governing Board are:

1. Develop the range of reading materials and resources to reflect our population.
2. Develop the range of play resources to reflect our population.
3. Engage in varied community links and visits to reflect our population.

| Annual Review of Progress (Summer 2024)   |  |  |
|---|--|--|
| Objective 1   | Steps being taken  | Evidence of progress   |
| Develop the range of reading materials and resources to reflect our population. | <ul style="list-style-type: none"> <li>• Race, religion, disability to be represented in books</li> <li>• Purchase new books to include diversity in characters</li> <li>• Source multi-sensory reading materials promoting diversity</li> </ul> | We have a great variety of reading material and resources which reflect the diversity of our population. Where there has been a need to strengthen areas, for example, to support the topic of 'Festivals and Celebrations', new books have been ordered to reflect different cultures, communities and traditions. When resources were audited it was noted that we have fiction and non-fiction books which reflect different religions, disabilities, ethnic groups and families. A diverse range of characters feature in our phonics and reading book schemes. We have a subscription to Inclusive Stories on 'Help Kidz Learn'. The stories feature a variety of different characters and focus on themes such as disability, self esteem, overcoming fears, celebrating festivals and holidays and religious education stories. |
| Objective 2   | Steps being taken  | Evidence of progress   |
| Develop the range of play   | <ul style="list-style-type: none"> <li>• Purchase small world resources to reflect the diverse population at</li> </ul>  | We have a great variety of reading materials and resources which reflect the diversity of our population. Where there has been a need to   |

|   |   |  |
|---|---|--|
| <p>resources to reflect our population.</p> | <p>Springwood</p> <ul style="list-style-type: none"> <li>• Purchase real world equipment to reflect the diverse population of Springwood</li> </ul> | <p>strengthen areas, for example, to support the topic of 'Festivals and Celebrations', new books have been ordered to reflect different cultures, communities and traditions. We have fiction and non-fiction books which reflect different religions, disabilities, ethnic groups and families. A diverse range of characters feature in our phonics and reading book schemes. We have a subscription to Inclusive Stories on Help Kidz Learn. The stories feature a variety of different characters and focus on themes such as disability, self-esteem, overcoming fears, celebrating festivals and holidays and religious education stories.</p> <p>In PSHE, we have got the Think Equals level 2 package. Think Equals is a programme which teaches social and emotional learning. The books cover a range of topics such as diversity, feelings, and celebrating our differences.</p> <p>The Think Equals programme is in the process of being embedded in to our PSHE curriculum. We have a range of books linked to all the different religions. We also include a range of stories as part of our SOW that has been devised by the RE team. We have a large range of small world figures, role play, real world resources and religious artefact that cover all the religions. These can be assessed as and when required.</p> <p>The Scheme of Work that has been developed by the RE team builds upon the connection the pupils can make with the element of the religion we are focusing on and how it links to their lives. It then moves on to include knowledge and what values we want them to learn, important symbols and how we can include the senses.</p> <p>For pre-formal pupils specifically, learning is based around a sensory story that is from the religion they are focusing on; the pupils then take part in activities linked to the religious story they have been experiencing. We also celebrate different religious as part of our theme days and the different resources can be used as part of these.</p> |
|---|---|--|



| Objective 3   | Steps being taken  | Evidence of progress   |
|---|--|--|
| <p>Engage in varied community links and visits to reflect our population.</p> | <ul style="list-style-type: none"> <li>• Organised visits to include visits to areas of the community that reflect the population of Springwood</li> </ul> | <p>At our Swinton site children have had the opportunity to participate in Tenpin Pentathlon Bowling competitions over the course of the Spring term. Here, children from Oak, Ladybirds and Beetles classes took part in three morning events and participated in bowling activities against other schools at Hollywood Bowl, Bolton. Children thoroughly enjoyed the experience and were presented with certificates and medals.</p> <p>Over the course of the Spring term and early Summer term children have been accessing their local community as set out in their LIMs. Beech, Bees, Ladybirds, Fireflies and Crickets classes have continued their local walks and access to their immediate local area . Furthermore, Ladybirds class have continued to access The Hive Café at Victoria Park where they order drink and snacks as part of Enrichment.</p> <p>During the Spring and early Summer Terms, the pupils at Craig Hall continued to enjoy further opportunities in this area. Most recently, the pupils of Roses class made the local newspaper at the unveiling of their art work in the centre of Irlam in conjunction with Freedom Fibre.</p> <p>Every class in Craig Hall now has an allocated session for a Community inclusion session led by our Level 4 Teaching Assistant, Kerry Mellor. This was at first a weekly session and is now on a two week rolling programme. Pupil learning intentions are again taken from LIMs, EHCPs and in response to Parental requests. They target our pupils' holistic development and are evidenced in planning, pupils' workbooks and school trip registers.</p> <p>A group of children from our formal learning class access a mainstream classroom at St. Teresa's school each week where they have the opportunity to work with outside sports trainers alongside their mainstream peers. This is very successful with children looking forward to their weekly sessions.</p> <p>Plans for near future include:</p> <ul style="list-style-type: none"> <li>• The development of links with the newly opened Irlam Islamic Centre</li> <li>• Links with local farms</li> <li>• Links developed with Tesco and Lidl and local shops for our food topic</li> </ul> |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Develop links with community partners</li> </ul> | <p>Children at our Swinton site have benefited from a visit from a musician who visited during Arts Week. The musician from 'Live Music Now' performed mini concerts with her guitar and engaged the children with a range of songs. In addition we also welcomed the DIY Theatre Company and Pendleton College into school who performed to a range of classes. The DIY Theatre Company delivered a sensory production to our pre-formal classes while Pendleton College performed adapted stories to our formal and semi-formal classes.</p> <p>During the course of the Spring term children had the opportunity to welcome Firefighters and Police officers into the school as part of our theme 'People who help us'. Children had the chance to use lots of the equipment used by personnel from these emergency services including sirens and fire hoses.</p> <p>During the Spring and early Summer Terms, the pupils at Craig Hall continued to enjoy further opportunities in this area. Most recently, as part of our World Earth Day, community partners brought in a range of exotic creatures for the children to observe at close quarters. Pupils also recently worked with artists commissioned by Hamilton Davies Trust (HDT), as part of a project with Freedom Fibre, to design artwork for an internet cab in Irlam. The design itself was inspired by the school's Values Tree, incorporating pupil handprints, and is in the local community for all to see.</p> <p>Strong links between Springwood and St Mary's Church have been sustained. The Pastor, Melda, again came to work with our pupils in Tulips class to explore the Easter story through a sensory approach. During our World Religion day, Amel, one of our fantastic long term supply staff helped to deliver what Ramadan means to Muslim people and how we can celebrate it.</p> <p>Irlam Firefighters visited the school in the Spring and all classes were able to explore the engine, look at equipment, try on uniforms and ask question about being a firefighter during our 'People who help us' topic.</p> <p>HDT are further involving our pupils in an art project in May, as it is the anniversary of the Manchester ship canal and this will be the theme. HDT have also put us in touch with</p> |
|--|---|---|

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|--|--|--|
|  |  | Story Contractors, who will be working with Springwood during the summer, collaborating with us to get a better idea of the needs of our pupils (and people with SEND in general), in order to inform their refurbishment of Irlam Station. This is all very exciting! |
|--|--|--|

| Final Review of Progress (Summer 2025) |                   |                      |    |
|--|-------------------|----------------------|----|
| Objective 1                            | Steps being taken | Evidence of progress | By |
|  |                   |                      |    |
|  |                   |                      |    |
|  |                   |                      |    |
| Objective 2                            | Steps being taken | Evidence of progress | By |
|  |                   |                      |    |
|  |                   |                      |    |
|  |                   |                      |    |
| Objective 3                            | Steps being taken | Evidence of progress | By |
|  |                   |                      |    |
|  |                   |                      |    |
|  |                   |                      |    |

**6. Accessibility Action Plan**

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we update our accessibility action plan at least every 3 years. This outlines our plans and commitment to increase accessibility of our school environment.

**SPRINGWOOD PRIMARY SCHOOL  
ACCESSIBILITY PLAN 2022/2025  
Access to the Curriculum**

| <b>Aim</b>   | <b>Actions</b>   | <b>Timescales</b> | <b>Outcome</b>  | <b>Lead</b>              |
|--|--|-------------------|---|--------------------------|
| Curriculum redesign to ensure all pupils have the most appropriate learning experiences. | Review and redesign curriculum   | July 2023         | Pupils will achieve the best possible outcomes.                   | JWS, ML, AMW, AY, JP, JW |
| Develop knowledge and understanding of AAC.  | Explore new and innovative AAC for pupils who do not have a meaningful method of communication | July 2024         | All pupils will have a meaningful method of communication.        | CG, ML, AMW              |
| Provide real life experiences for all pupils.  | Classes to explore opportunities for visits and visitors.                                      | July 2024         | Pupils will have wider experiences beyond the school environment. | ML, AY                   |

**Improvement to accessible information**

| <b>Aim</b>   | <b>Actions</b>  | <b>Timescales</b> | <b>Outcome</b>   | <b>Lead</b>    |
|--|---|-------------------|--|----------------|
| EAL  | Consider any technological developments in EAL and access to information.                 | March 2023        | Parents will receive and understand information regarding their child. | RC, FK, ML, AY |
| Ensure all parents can access Parent App               | Liaise directly with parents to enable their access and confidence using Parent App.      | December 2022     | Parents will receive and understand information regarding their child. | RC, FK, NB, ML |
| Establish role of FLO across Springwood Primary School | Ensure all parents have access to and understand the role of the family liaison officers. | July 2023         | Families will have a direct point of contact in school.                | RC, FK, ML     |

**SPRINGWOOD PRIMARY SCHOOL  
ACCESSIBILITY PLAN 2022/2025**

## Improvement to physical environment

| Aim   | Actions   | Timescales    | Outcome  | Lead                |
|---|---|---------------|--|---------------------|
| To create more purposeful outdoor spaces at CH.       | Where outdoor spaces have been created explore appropriate equipment to be purchased. Identify the cost of tree removal in the woodland area. | July 2024     | Pupils will have access to well-equipped outdoor spaces.   | VW, SP, ML, JWS     |
| To refurbish the library at Swinton                   | Identify appropriate design/install library area.   | July 2023     | Pupils will have access to an ongoing reading environment. | AMW, EW             |
| To provide hoists in further classrooms at CH/Swinton | Gain quotes for hoists for a range of areas in school. As an SLT consider what school can/cannot afford to install                            | December 2023 | Pupils will have more efficient access to all learning.    | VW, ML, AMW, BD, VP |

Furthermore, we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

### 7. Community Impact Assessments

We ensure we have due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions when making any significant decisions.

### 8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

## **9. Human Rights**

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation
- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity
- Rich learning experiences about human rights inside and outside of the classroom

## **10. Engagement and Involvement**

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement processes:

- Questionnaires to parents, staff, other professionals, other community leaders
- Full Governing Board discussions/consultation,
- Discussions/consultation with pupil groups (school council)

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the scheme and action plan.

## **11. Procurement & Commissioning**

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

## **12. Roles and Responsibilities for Implementing the Equality Scheme**

The Governing Board, Head teacher, Senior Leadership Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior Leadership Team are kept up to date with any development affecting the scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance, with assistance from relevant agencies

- evaluate, review and update the scheme annually
- evaluate, review and update the objectives at least every 4 years
- report any incidents relating to people with protected characteristics as part of Headteacher reports to Governors each term

The Governing Board will:

- designate a Governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- ensure that the action plans arising from the scheme are part of the school improvement development plan
- evaluate and review this scheme regularly

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and training and development opportunities to support the scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the scheme
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them ,including participating in workforce equalities monitoring
- be aware of the implications of the scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- have the opportunity to contribute to the scheme
- be made aware of the scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

### **13. Annual Report and Review**

Each year the school will publish an annual report outlining how it continues to comply with the public sector equality duty (review of the Equalities Scheme), progress with the objectives and community impact assessments. It will be an opportunity for the school to showcase its good practice.

### **14. Information, Feedback and Complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

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