



SPRINGWOOD PRIMARY SCHOOL

Equality Scheme, Accessibility Plan and Community Cohesion Statement 2025-2028

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Foreword

We all have an ethnicity, an age, a sexual identity, 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 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.

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 how well we are doing to attain them.

The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of age, disability, gender reassignment, 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 prospective pupils 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. The three areas which we are required to address are:

- 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.

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](#).

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and Representation

1. Springwood Primary School has inclusive recruitment processes; these include blind recruitment and ensuring promotion opportunities are accessible for all.
2. At Springwood we actively seek to align the workforce with the diversity of the school community.

Inclusion

1. All employees at Springwood Primary School feel valued and have a sense of belonging.
2. As a SEND Primary School we ensure the school facilities are accessible to all.

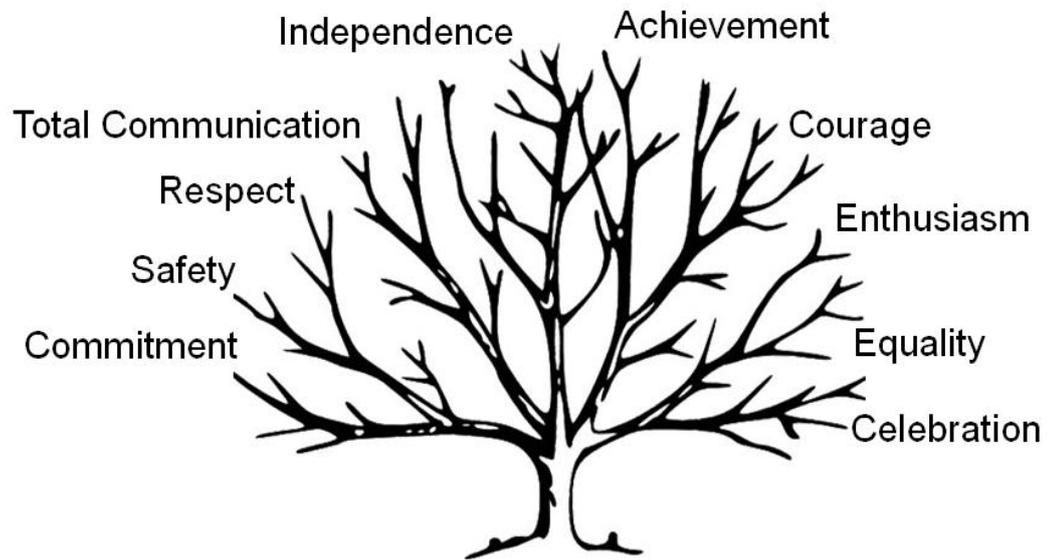
Prejudice is not tolerated, and we are continuously working towards a more accepting and respectful environment for our school community.

School Values and Ethos

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



School Profile and Demographics

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 a number of sites across 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 26%

Male 74%

3. Ethnicity:

White British 63%

Asian background 6%

Black 17%

Other White / Mixed 14%

4. EAL: 29%

5. Religion:

Christian 30%

Muslim 11%

Sikhism 0.3%

Other or no religion 59%

6. Socio economic:

Free School Meals: 60%

Cared for Children: 2%

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.

Individual Equalities Objectives and Accessibility Plan

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

Dealing with prejudice

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>To promote and develop all stakeholders understanding and respect for differences in school and the wider community.</p>	<p>Over 3 years:</p> <p>Review and enhance the PSHE and RHE curriculum in line with the Statutory Relationships Education, Relationships and Sex Education (RSE), and Health Education Guidance 2025 to include regular opportunities to explore themes of disability, empathy, and respectful behaviours.</p> <p>Implement SoSafe scheme of work across all pathways.</p> <p>Further develop training for staff in understanding and celebrating diverse communities.</p> <p>Subject Leaders to monitor inclusion and evidence of diversity themes throughout wider curriculum planning.</p> <p>Work towards achieving Inclusion Mark.</p>	<p>SLT, PSHE Subject Team and Class Teachers.</p>	<p>Pupils and staff across the school adhere to the So Safe methodology.</p> <p>Staff demonstrate awareness of understanding and appropriately celebrating diversity in the community, proactively seeking out opportunities that benefit the experiences of pupils.</p> <p>Diversity themes are highlighted in subjects across the curriculum.</p> <p>Inclusion Mark status is gained.</p>	

Celebrating diversity

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>To promote understanding and respect of other cultures, religions and minority groups by identifying opportunities across the curriculum pathways to celebrate diversity.</p>	<p>Over 3 years:</p> <p>Involve families in cultural celebration events that represent a broad range of cultures through sharing our learning.</p> <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</p> <p>Increase stakeholder involvement in community-based events that promote diversity and inclusion.</p>	<p>SLT, TLR pathways leads, Subject Leader Team, Teachers, FLOs</p>	<p>Families are appropriately involved in cultural celebrations and can demonstrate that they feel valued whilst participating in this activity.</p> <p>Pupils engage in celebration of cultural events and demonstrate cultural awareness, in meaningful ways appropriate to their levels of understanding.</p> <p>Evidence of increased stakeholder involvement in community-based events that promote diversity and inclusion.</p>	

Facilitating equality in the workplace

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>To ensure the school's HR procedures meet the needs of staff with disabilities and ensure that any disadvantages they experience are addressed through agreed reasonable adjustments.</p>	<p>Over 3 years:</p> <p>Complete an audit of staff with disabilities.</p> <p>Review how the school records details of staff-declared disabilities and what actions are currently taken to support them.</p> <p>Meet with staff who have a recognised disability and plan cooperatively to address any disadvantages they face.</p> <p>Use occupational health support to seek advice and guidance on best ways to better meet the needs of staff with disabilities.</p>	<p>SBM and SLT</p>	<p>Staff with disabilities are clearly identifiable in school's records and are demonstrably supported to successfully undertake their roles in school, drawing on the advice of other professionals where appropriate.</p>	

Enabling representation

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election), representing the school at events, class assemblies, team events, fundraising etc</p>	<p>Over 3 years:</p> <p>Audit of pupil involvement and subsequent action planning to ensure equity of opportunity to take part meaningfully in the School Council (by election), representing the school at events, class assemblies, team events, fundraising etc</p>	<p>SLT</p> <p>Teachers</p>	<p>Pupils from across the diverse school community are demonstrably involved in the School Council (by election), representing the school at events, class assemblies, team events, fundraising etc</p>	

Supporting inclusion

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>To ensure all areas of the school are as accessible as possible for all members of the school community.</p>	<p>Over 3 years:</p> <p>To facilitate access (including wheelchairs) to outdoor learning spaces at each site:</p> <ul style="list-style-type: none"> - Ramp at Craig Hall - Even out playground surface at Grosvenor - Forest school at Swinton <p>To develop a purpose-built base for Complex Needs pupils at our Swinton site</p> <p>To develop a purpose-built base for pupils with Complex Autism at our Swinton site</p>	<p>The premises manager, SBM and contractors.</p>	<p>All areas of the school building and grounds will have further enhanced access for wheelchair users in line with the needs of the current cohort.</p> <p>Purpose built bases for specific cohorts of pupils are in place at our Swinton site</p>	

SPRINGWOOD PRIMARY SCHOOL
ACCESSIBILITY PLAN 2025 - 2028
Access to the Curriculum

Aim	Actions	Timescales	Outcome	Lead	Review
Develop the PE and physical curriculum for pupils with Complex Needs	<p>Access further staff training in: Rebound Therapy Move Programme MATP</p> <p>PE leads to implement suitable PD programmes for pupils with Complex Needs</p>	2025 - 2026	Pupils will access suitable PD curriculum and make excellent progress as a result	AS BD LH MA GR	
Review assessment methods to reflect changes in curriculum and ensure that all pupils achievement is able to be recorded meaningfully.	<p>Explore improvements to current processes</p> <p>Implement structured pupil progress meetings</p> <p>Trial Case Study approach for identified pupils</p> <p>Review assessment recording platform,</p>	2025 - 2027	<p>Pupils' achievements will be more appropriately represented and celebrated</p> <p>Pupil assessment data will further inform improvements in teaching and learning, leading to enhanced outcomes</p>	LW JWS ML Appraisal leads	
To develop staff expertise in understanding and meeting learners' mental health needs & emotional wellbeing.	<p>Develop a multi-faceted strategy including:</p> <p>Thrive EFS MHFA</p>	2025 - 2027	<p>Pupils will be increasingly regulated and as a result access greater learning opportunities, demonstrating enhanced progress.</p> <p>They will demonstrate healthy relationships and self-regulating skills across a range of environments</p>	SJ CC AY ML JWS	

Improvement to accessible information

Aim	Actions	Timescales	Outcome	Lead	Review
<p>Ensure a robust and consistently effective approach to pupils' receptive and expressive communication methods, throughout school.</p>	<p>Ensure all pupils are given access to the resources they need and identify training needs, for example ELKLAN</p> <p>Total communication approach across school, incorporating AAC on a wider scale.</p> <p>Schedule regular opportunities to capture Pupil Voice</p>	<p>2025-2028</p>	<p>Achieve Communication-Friendly status</p> <p>Staff are competent and confident in teaching and applying a range of Total Communication strategies</p> <p>Pupil Voice is meaningfully captured and contributes to school development</p>	<p>SJ JWS ML CG Communication Team</p>	
<p>Ensure curriculum offers are fully suited to the needs of individual pupils across all pathways.</p>	<p>Ongoing review of curriculum and schemes of work to ensure outcomes and targets match pupils' developmental levels in each pathway, in line with Teacher appraisal processes</p>	<p>2025-2028</p>	<p>Pupils will access appropriate learning experiences which reflect their diverse personal needs</p>	<p>LW JWS ML Team leaders Appraisal leads</p>	
<p>To develop a graduated response for effectively supporting families' individual needs, e.g. EAL, Learning disability, etc.</p>	<p>Audit of families' needs in respect of:</p> <p>Home language</p> <p>Communication</p> <p>Personal circumstances</p> <p>Ongoing development of processes to ensure needs are met at a personalised level</p>	<p>2025-2028</p>	<p>Families' unique circumstances and needs will be taken into account to enable effective partnership working with the school. As a result, outcomes for pupils will be further improved.</p>	<p>AY ML JWS FLOs ASBM</p>	

SPRINGWOOD PRIMARY SCHOOL
ACCESSIBILITY PLAN 2022/2025
Improvement to physical environment

Aim	Actions	Timescales	Outcome	Lead	Review
To extend pupil's access to sensory regulation programmes through the use of portable specialist resources	<p>Audit of pupils' sensory needs across school</p> <p>Identification and procurement of appropriate sensory equipment</p> <p>Ongoing staff training and development in recognising and meeting pupils's sensory needs</p>	2026 - 2028	<p>Pupils' sensory needs are proactively and effectively met throughout their daily routines, enabling enhanced regulation and access to appropriate learning opportunities</p> <p>Planned learning experiences are increasingly integrated with sensory regulation activity</p>	<p>AY</p> <p>LW</p> <p>BD</p> <p>JWS</p> <p>ML</p>	
Develop or adapt outdoor spaces to ensure accessibility for students with physical disabilities.	<p>Planning and construction of:</p> <p>Ramp at Craig Hall</p> <p>Even out playground surface at Grosvenor</p> <p>Forest school at Swinton</p>	2025 - 2027	All areas of the school building and grounds will have further enhanced access for wheelchair users in line with the needs of the current cohort.	<p>ML</p> <p>JWS</p> <p>SBM</p> <p>ASBM</p>	
Secure additional accessible provision, via satellite sites, to cater for growing demand for pupil places.	Ongoing work with LA and Trust partners to identify, plan and develop appropriate sites for satellite provisions across the city of Salford	2025 - 2028	Further additional accessible provision, via satellite sites, are implemented successfully to cater for the growing demand for pupil places.	<p>JW</p> <p>ML</p> <p>JWS</p> <p>SBM</p> <p>ASBM</p>	

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

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
- Has equivalent facilities for boys and girls

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.

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

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.

Roles and Responsibilities for Implementing the Equality Scheme and Accessibility Plan

Roles and responsibilities

The Local Governing Board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this plan.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in the policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The head of department for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provision of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parent, will ensure that all adjustments possible, in line with commonsense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

These are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

The school ensures that specialist resources – including physical resources, e.g. large print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The headteacher will outline, in the Headteachers Report to the Local Governing Board, the progress on the action plan, equality information and accessibility plan.

Equality impact assessments will be undertaken as and when school policies are reviewed.

For Information...

Equality information and objectives

Under the Public Sector Equality Duty (PSED), schools must:

- Publish equality information at least **once a year** to show how they have complied with the PSED.
- Prepare and publish equality objectives at least **every four years**.

It is up to schools to determine what their equality objectives should be, depending on their circumstances and the needs of their school community. The equality objectives that are set should depend on a school's specific circumstances and their aim should be to help improve the school experience of a range of different pupils.

Accessibility plan

Under the Equality Act 2010, schools are required to have an accessibility plan. The plan needs to set out how the school will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided by the school.
- Improve the availability of accessible information to disabled pupils.

Schools need to review their accessibility plans at least **every three years**.

Difference

The main difference between accessibility plans and equality objectives is that an accessibility plan focusses on improving the experience of disabled individuals specifically while equality objectives can cover improving the experience of any individual or group based on their characteristics.