



Equal Opportunities Policy and Accessibility Plan

This policy applies to Steephill School, including the EYFS setting.

Policy author: Helen Millward, Headteacher

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Policy Statement

Steephill School is committed to promoting equality of opportunity and eliminating discrimination for all members of its community. The school actively seeks to ensure that no one is treated less favourably on the basis of the protected characteristics defined in the Equality Act 2010:

- Age
- Disability (including physical, mental health, and chronic conditions)
- Race, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

This policy also reflects our duties under the SEND Code of Practice 2015, Disability Discrimination Act 2005, and guidance from DfE/ISI inspection requirements.

Objectives

Steephill School aims to:

1. Promote an inclusive culture free from direct or indirect discrimination, harassment, victimisation, and bullying.
2. Ensure full participation in teaching, learning, and extracurricular activities for all pupils.
3. Ensure that staff recruitment, promotion, and training practices are fair and equitable.
4. Comply fully with legislation and inspection standards relating to equality and accessibility.
5. Regularly monitor and review practices, policies, and premises to identify and remove barriers to equality.

Forms of Discrimination Covered

- **Direct discrimination:** treating someone less favourably because of a protected characteristic.
- **Associative discrimination:** discrimination against someone linked to a person with a protected characteristic.
- **Indirect discrimination:** policies or rules that disadvantage people with protected characteristics.
- **Harassment:** unwanted conduct related to a protected characteristic.
- **Harassment by a third party:** actions of contractors or visitors that affect staff/pupils.

- **Victimisation:** retaliation against someone for raising equality concerns.
- **Discrimination by perception:** treating someone unfairly because others perceive them to have a protected characteristic.

Roles and Responsibilities

- **Staff:** Maintain a safe, inclusive environment and challenge discriminatory behaviour.
- **Senior Leadership Team:** Ensure compliance with statutory duties, support staff, and implement policies.
- **Governors:** Monitor the effectiveness of equality objectives and accessibility planning.
- **Parents and Visitors:** Expected to respect the school's commitment to equality.

Related Policies

- SEND Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Pastoral Care Policy
- Recruitment & HR Policies
- Curriculum & Assessment Policies

Accessibility Plan

Introduction

This Accessibility Plan ensures Steephill School meets its duties under the Equality Act 2010 and SEND Code of Practice 2015 by:

- Removing barriers to curriculum access
- Improving physical accessibility
- Enhancing provision of information

This plan aligns with DfE guidance: "Accessible Schools: Planning to increase access for disabled pupils" (2002) and inspection standards.

Definition of Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Key Objectives

- Ensure pupils, staff, and visitors with disabilities have full access to education and school facilities.
- Promote inclusive teaching practices and reasonable adjustments.
- Maintain transparent monitoring of outcomes for pupils with disabilities or additional needs.

Principles

- No pupil will be discriminated against in admissions, exclusions, or provision of services.
- Reasonable adjustments will be made to avoid disadvantage to disabled pupils and staff.
- Parents' and carers' knowledge of their child's needs will be respected.
- Compliance with accessibility duties will be monitored and reviewed annually.

Current Practices

- **Provision Maps:** Termly reviewed individual support plans for SEND pupils.
- **Staff Training:** Ongoing SEND and accessibility training for all teaching/support staff.
- **Inclusive Curriculum:** Differentiated lessons and alternative formats for learning materials.
- **Physical Environment:** Ground-level classrooms, accessible toilets, and adaptive furniture.
- **Extra-Curricular Activities:** Clubs and activities tailored to all pupils' abilities.
- **Communication:** Written information, signage, and digital content are accessible.

Development Targets

Area	Target	Strategy/Resources	Timescale	Success Indicator
School Design	Full access to all classrooms and facilities	Ground-level classrooms, ramps, accessible toilets, classroom rotation if needed	Ongoing	Pupils/staff can access all areas safely
Curriculum Delivery	Equal learning opportunities	Differentiated lessons, small-group support, specialist advice	Termly review	Pupils with disabilities access curriculum effectively
Teaching & Learning	Staff confident in supporting SEND	Online/face-to-face training, termly pupil profiles	Ongoing	Provision maps implemented, pupil outcomes tracked

Area	Target	Strategy/Resources	Timescale	Success Indicator
Written Information	Accessible to all	Alternative formats, plain English, email/phone support	Reviewed annually	Community can access school communications
Signage & Wayfinding	Clear and inclusive	Colour-contrast signs, uncluttered pathways	Ongoing	Navigation safe and understandable

Review and Monitoring

- **Accessibility Plan** to be updated annually.
- **Governors** to monitor progress and ensure compliance with statutory requirements.
- **SENCO** responsible for auditing accessibility and reporting on impact.

Legal and Statutory References

- Equality Act 2010
- SEND Code of Practice 2015
- Children and Families Act 2014
- Disability Discrimination Act 2005
- ISI Inspection Handbook (Independent Schools Standards)
- DfE: “Accessible Schools: Planning to Increase Access for Disabled Pupils” (2002)

This policy is published on the school website and available in alternative formats on request to comply with statutory inspection requirements.