Equality Policy and Accessibility Plan

School Name: Hayfield Lane Primary School

Policy Owner: Mrs D.Brooks (SENDCO)

Governor Responsible: Mr A Gooderham (Inclusion Link Governor)

Date Approved: September 2026

Review Date: September 2027

Hayfield Lane Primary is situated in Hayfield, Auckley, a village to the south of Doncaster. The local community is of a predominantly white British background.

In order to achieve a cohesive community, we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our children.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

1. Rationale

At Hayfield Lane Primary are committed to providing an inclusive, safe and ambitious learning environment in which every child, family and staff member can thrive and achieve their full potential.

We recognise that effective inclusion is a key driver of pupil achievement, attendance, wellbeing and long-term success. When barriers to learning are identified and removed, pupils are more likely to attend regularly, engage positively in learning and make strong academic progress.

An inclusive school culture ensures that all pupils, regardless of need, background, disability, disadvantage, ethnicity, religion, language or family circumstance, feel valued, safe and able to participate fully in school life.

We identify and value diversity and are committed to promoting equality, inclusion and belonging throughout our school community. We will not tolerate discrimination, harassment, victimisation or prejudice in any form.

This policy reflects our responsibilities under:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- SEND Code of Practice (2015)

- Children and Families Act 2014
- Keeping Children Safe in Education
- The School Admissions Code
- The Education and Inspections Act 2006
- DfE Equality Act 2010: Advice for Schools guidance.

2. Public Sector Equality Duty

In carrying out our functions, the school will have due regard to the need to:

Eliminate discrimination

We will actively identify and remove barriers that may disadvantage individuals with protected characteristics.

Advance equality of opportunity

We will identify and address gaps in achievement, participation and engagement.

Foster good relations

We will promote understanding, respect and positive relationships between different groups within our community.

3. Protected Characteristics

The school recognises the following protected characteristics under the Equality Act 2010:

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

4. Roles and Responsibilities

Governing Board

The Governing Board will:

- Ensure the school complies with equality legislation.
- Monitor equality objectives and outcomes.
- Review this policy and Accessibility Plan.
- Ensure adequate resources are available to support inclusion.

Headteacher and SENDCO

The Headteacher and SENDCO will:

- Lead on equality and inclusion.
- Ensure staff understand their responsibilities.
- Monitor impact on pupils and staff.
- Address discriminatory incidents promptly.

Staff

All staff will:

- Promote equality and diversity.
- Challenge discriminatory behaviour.
- Deliver an inclusive curriculum.
- Implement reasonable adjustments where required.

Pupils and their families

Pupils and their families are expected to:

- Respect others.
- Celebrate diversity.
- Challenge prejudice appropriately.
- Report incidents of bullying or discrimination.

5. Equality Information

The school will annually monitor and review:

- Pupil attainment and progress
- Attendance and persistent absence
- Behaviour incidents
- Suspensions and exclusions
- SEND outcomes
- Disadvantaged pupil outcomes
- Participation in clubs, trips and leadership roles
- Bullying and prejudice-related incidents
- Staff recruitment and retention data where appropriate

This information will inform school improvement priorities and equality objectives.

6. Attendance and Inclusion

The school recognises the strong relationship between inclusion and attendance. Pupils, families and staff who feel safe, respected and supported are more likely to attend school regularly and engage positively in learning.

The school will:

- Monitor attendance data for vulnerable groups, including:
    - Pupils with SEND
    - Disadvantaged pupils
    - Children Looked After and Previously Looked After Children
    - Pupils with medical needs
    - Pupils with English as an Additional Language
    - Other identified vulnerable groups
- Identify attendance trends and barriers at an early stage.
- Work in partnership with families to improve attendance.
- Implement reasonable adjustments to support attendance where appropriate.
- Develop personalised support plans where attendance is affected by disability, medical needs or other barriers.

- Ensure pupils feel welcomed, valued and represented within the school community.

Success Indicators

The school will seek to achieve:

- Reduced persistent absence.
- Improved attendance among vulnerable groups.
- Increased engagement in learning.
- Improved parental engagement.
- Positive pupil wellbeing outcomes.

7. Attainment and Inclusion

The school believes that high expectations and inclusive practice are complementary rather than competing priorities.

All pupils are entitled to access a broad, balanced and ambitious curriculum that enables them to achieve their full potential.

The school will:

- Maintain high expectations for all learners.
- Use adaptive teaching strategies to meet diverse learning needs.
- Monitor attainment and progress data regularly.
- Identify and address gaps between groups of pupils.
- Provide targeted intervention where required.
- Ensure reasonable adjustments support curriculum access.
- Promote pupil voice and participation in learning.
- Use evidence-informed approaches to improve outcomes.

Reasonable Adjustments

The school will make reasonable adjustments for disabled pupils, staff and visitors to prevent substantial disadvantage wherever possible.

Reasonable adjustments may include:

- Adapted teaching resources
- Assistive technology
- Alternative recording methods

- Physical adaptations
- Changes to policies, procedures or practices

The school will work closely with families, external agencies and educational professionals when determining appropriate adjustments.

Success Indicators

The school will monitor:

- End of Key Stage outcomes.
- Internal attainment data.
- Progress measures.
- SEND outcomes.
- Disadvantaged pupil outcomes.
- Participation in enrichment opportunities.
- Pupil wellbeing and engagement indicators.

By 2030, the school aims to demonstrate:

- Sustained improvements in attainment for all pupil groups.
- Reduced attainment gaps.
- Increased participation in school life.
- Improved confidence, independence and resilience among pupils.

8. Community Cohesion and Belonging

The school recognises that effective inclusion contributes significantly to community cohesion.

When children learn in an environment where diversity is respected and differences are valued, they develop empathy, understanding and respect for others. These characteristics prepare pupils to contribute positively to modern Britain and their local community.

Behaviour, Bullying and Protected Characteristics

The school will not tolerate:

- Racist incidents
- Disability-related harassment

- Sexist behaviour
- Homophobic language
- Transphobic language
- Religious discrimination
- Any form of prejudice or harassment

All incidents will be:

- Recorded
- Investigated
- Addressed appropriately
- Reported to governors through monitoring arrangements

Ofsted expects schools to challenge discrimination and create environments where pupils feel safe and respected.

How Inclusion Supports Community Cohesion

Through inclusive practice, the school seeks to:

Promote Mutual Respect

Pupils learn to:

- Respect individual differences.
- Challenge stereotypes and prejudice.
- Appreciate diverse cultures, beliefs and experiences.
- Work collaboratively with others.

Build Positive Relationships

Hayfield Lane develops positive relationships via a tightly planned Curriculum and Personal Development sessions.

The school will promote equality through:

- PSHE education
- Religious Education
- Assemblies
- British Values education
- Safeguarding curriculum

- Anti-bullying work
- Pupil leadership opportunities

Pupils will be encouraged to understand, respect and celebrate diversity within modern Britain.

The school encourages:

- Meaningful pupil participation.
- Mixed-group activities and collaborative learning.
- Inclusive extra-curricular opportunities.
- Student leadership opportunities accessible to all pupils.

Strengthen Family Engagement

The school will:

- Ensure communication is accessible to all families.
- Promote parental involvement in school life.
- Regular opportunities for families to give regular feedback and enhance school provision.
- Work proactively with community organisations.
- Celebrate diversity through events and curriculum experiences.

Develop a Sense of Belonging

The school aims for every member of the community to feel:

- Safe.
- Valued.
- Respected.
- Represented.
- Able to contribute.

Expected Impact

An inclusive school culture should contribute to:

- Improved attendance.
- Improved behaviour.
- Stronger academic outcomes.

- Reduced bullying and prejudice-related incidents.
- Greater parental engagement.
- Better pupil wellbeing.
- Increased participation in school activities.
- Stronger relationships within the wider school community.

9. Equality Objectives (2026-2029)

Hayfield Lane Primary has identified the following areas to examine as part of an Equity and Accessibility Plan:

Objective 1: Improve Outcomes for Vulnerable Groups

Reduce attainment gaps between disadvantaged pupils, pupils with SEND, EAL pupils and their peers through targeted interventions and adaptive teaching.

Success Measures:

- Improved attainment data.
- Increased rates of expected progress.
- Reduction in identified attainment gaps.

Objective 2: Promote an Inclusive Curriculum

Ensure that the curriculum reflects diverse cultures, languages, backgrounds, identities and experiences.

Success Measures:

- Curriculum audits completed annually.
- Positive pupil/family/staff voice outcomes.
- Increased representation across curriculum resources.

Objective 3: Enhance Staff Knowledge

Provide termly equality, SEND, EAL, trauma and inclusion training for all staff. Engage with agencies and specialists to develop whole school CPD and bespoke provision.

Success Measures:

- 100% staff participation.
- Increased staff confidence in meeting diverse needs.
- Peer review monitoring/external moderation outcomes.

Objective 4: Increase Participation

Ensure that all pupil groups are represented in clubs, trips, pupil leadership opportunities and enrichment activities.

Success Measures:

- Increased participation rates among underrepresented groups.
- Monitoring reports reviewed termly.
- Governor monitoring visits and reports.

Objective 5: An inclusive environment

Ensure that all pupils/families/staff and visitors are able to effectively access the school/learning environment. Ensure that EAL pupils and families are able to access all aspects of school life.

Success Measures:

- Governors monitor physical adaptations to meet changing needs or pupils/families/staff and visitors.
- Monitoring of Bell Foundation Targets.
- Pupil/families/staff and visitor feedback on accessibility.

10. Monitoring and Review

The Governing Board will review:

- Equality objectives annually
- Accessibility Plan progress annually
- Equality information annually
- This policy every four years or sooner if legislation changes

Progress will be reported through governor meetings and school improvement processes.

Approval

Headteacher: Mrs L. Tempest (Headteacher)

Date: September 2026

Chair of Governors: Mrs K. Lister and Mr J Clark-Allen

Date: September 2026

Equity and Accessibility Plan 2026-2029

Governor Approval Date: September 2026

Review Date: September 2027

Responsible Officer: Headteacher

Appendix A: Four-Year Action Plan (2026-2030)

Objective 1: Improve outcomes for vulnerable groups.

Objective	Action	Lead Person	2026	2027	2028	2029
To improve attainment outcomes of vulnerable pupils using precise adaptive teaching methods.	To develop and disseminate the SEND toolkit.	CSLT	Formulate toolkit. Staff and governor training. Parent drop in sessions to examine adaptive practice toolkit.	External review of progress (peer review). Local Authority SEND audit review. Attainment progress using these methods built into PDR.	Review the toolkit and make adaptations based on advancements in practice.	Accelerated progress policy formulated for vulnerable groups.
	To develop a new small step assessment across school to run	SENDCO	Examine other settings use of B squared. Purchase B squared with initial roll out to	Whole school CPD B squared. Parents sessions B squared with feedback.	Local authority review of progress data using B squared.	Add B squared progress information to the acceleration policy.

	alongside EAZ.		most vulnerable pupils.	Support plan target setting using B squared with children and families.		
	To develop diagnostic sessions with vulnerable children.	CLST	CPD sessions on the revised diagnostic approach. Collaboration sessions to model practice.	Diagnostic sessions inbuilt into PDR. Support plan target content.	Peer review partners evaluate the impact. Collaboration with other peer review schools to effectively develop the diagnostic process further.	Local authority review of diagnostic sessions.
	To use Bell Foundation criteria to accelerate progress of EAL pupils	SLT	Attend Bell Foundation training. Whole school CPD on Bell Foundation tracker.	All EAL pupils tracked using Bell Foundation documentation. Parent information session on Bell Foundation documentation, including informing parents evening conversations.	All EAL pupils tracked using Bell Foundation documentation. Additional training for staff.	All EAL pupils tracked using Bell Foundation documentation. Local Authority Review

				Governors to report the impact of Bell Foundation use.		
Governor monitoring of reduction in attainment gap.	Governors to complete termly deep dive.	Link Governors	Complete toolkit training. Paired deep dive focus on adaptive practice. Review reports evaluating effective spend.	Paired deep dive focus on adaptive practice. Review reports evaluating effective spend.	Audit updates to the SEND toolkit and ensure evident in classroom provision. Paired deep dive focus on adaptive practice. Review reports evaluating effective spend.	Paired deep dive focus on adaptive practice. Review reports evaluating effective spend.

Objective 2: Promote an inclusive curriculum

Objective	Action	Lead Person	2026	2027	2028	2029
The curriculum reflects diverse cultures, languages, backgrounds, identities and experiences.	New policy and scheme of work.	B. Pell-Culshaw	New scheme of work developed. Monitoring sessions (SLT and Governors). Parent forum meetings to shape provision.	Revisions made to meet precise needs of cohorts. Follow up monitoring sessions. Pupil and family voice gained.	Adaptations made to policy.	Building an electronic portfolio of evidence.
	Audit representations in curriculum resources.	B. Pell-Culshaw and subject leaders.	Coverage document updated. Attend CPD to ensure effective representation.	Additional reading materials purchased to enhance diverse representation.	Audit and review using pupil and family voice.	Building an electric portfolio of evidence.

Objective 3: Enhance knowledge.

Objective	Action	Lead Person	2026	2027	2028	2029
Staff have enhanced knowledge of adaptive practice methods.	Staff to attend termly quality training on toolkit methods completing gap tasks and reviewing in triads.	CSLT	Teacher, HLTA and LSA training. Triad groups formulated. Drop in sessions.	Peer review group to monitor the effectiveness of methods. Support plans to document toolkit provision. Parent and pupil voice.	LA audit of Toolkit use.	Update policy.
	For children requiring bespoke curriculums, staff attend other specialist settings to gain additional support.	SENDCO	Visits as required. Action list created. Follow up check completed by CLST. Governor monitoring to examine impact.	Visits as required. Action list created. Follow up check completed by CLST. Governor monitoring to examine impact.	Visits as required. Action list created. Follow up check completed by CLST. Governor monitoring to examine impact.	Visits as required. Action list created. Follow up check completed by CLST.

						Governor monitoring to examine impact.
To develop community understanding of ASD and ADHD traits.	To run disability awareness week in school. All parental events have a disability aspect promoted.	SENDCO	Meet with SEND parent group to gain information on issues faced. Develop the awareness week. ASCETS team to work with individual pupils and families to support awareness.	Meet with SEND parent group to gain information on issues faced. Develop the awareness week. ASCETS team to work with year groups and families to support awareness.	Meet with SEND parent group to gain information on issues faced. Develop the awareness week. Disability celebration event.	Meet with SEND parent group to gain information on issues faced. Develop the awareness week. Disability celebration event.
To increase awareness of EBSNA (Emotionally based school non - attendance.)	To run CPD sessions on EBSNA for staff, parents and children.	L.Tempest and J.Harris	Staff training. Formulate the EBSNA support plan format.	Pastoral lead to use support plans within Early Help cases. Monitor impact in attendance rates for identified pupils. Governors to monitor attendance	Monitor impact in attendance rates for identified pupils. Governors to monitor attendance impact rates for identified pupils.	Monitor impact in attendance rates for identified pupils. Governors to monitor attendance impact rates for identified pupils.

				impact rates for identified pupils.		

Objective 4: Increased Participation

Objective	Action	Lead Person	2026	2027	2028	2029
Increase participation rates in under represented groups. (clubs, enrichment activities and pupil leadership.)	Monitoring reports to review participation.	R. Henfield and T. Wilson	Tracking participation rates and reporting. Governor monitoring. Action plan to improve participation rates.	Tracking participation rates and reporting. Governor monitoring. Action plan to improve participation rates.	Tracking participation rates and reporting. Governor monitoring. Action plan to improve participation rates.	Tracking participation rates and reporting. Governor monitoring. Action plan to improve participation rates.

Objective 5: An inclusive environment

Objective	Action	Lead Person	2026	2027	2028	2029
Pupils/families /staff and visitors are able to effectively access the school/learning environment.	Creation of a bespoke needs led provision, 'The Nest'.	SENDCO and EYFS Lead.	Visit bespoke provision in other settings. Use Inclusion Funding to purchase provision resources. Parent drop in sessions to examine provision.	Governor monitoring report of the effective spend. LA review monitoring. Peer review monitoring. Parent drop in sessions to examine provision.	Replenishment of resources for 'The Nest'. Parent drop in sessions to examine provision.	Parent drop in sessions to examine provision.
	Creation of a bespoke sensory room.	SENDCO	Visit bespoke provision in other settings. Use Inclusion Funding to purchase sensory lighting and soft play furniture.	Governor monitoring report of the effective spend. LA review monitoring. Peer review monitoring.	Governor monitoring. LA audit update. Parent drop in sessions to examine provision	Governor monitoring. LA audit update. Parent drop in sessions to examine provision

				Parent drop in sessions to examine provision.		
	Enhancement of the Learning Zones, (support hubs)	SENDCO	Upper site hub developed to enable self-regulated use by pupils. Pupil and families voice to be gained.	Use of learning Zone feeding into support plan targets. Progression of self-regulation document formulated to ensure effective transition. Pupil and family voice to be gained. SLT to examine to impact on attainment outcomes.	Use of learning Zone feeding into support plan targets. Progression of self-regulation document reviewed to ensure effective transition Pupil and family voice to be gained.	Use of learning Zone feeding into support plan targets. Progression of self-regulation document reviewed to ensure effective transition
EAL pupils and families are able to access all aspects of school life.	Bell Foundation targets used to support progress.	CSLT	See previous Bell Foundation Targets.	See previous Bell Foundation Targets.	See previous Bell Foundation Targets.	See previous Bell Foundation Targets.

	Use AI assistant to support classroom learning and communication.	P. Carroll	Year 6 trial of AI classroom assistant.	Full purchase and roll out of AI classroom assistant. Governor monitoring of effective spend. Parent workshops	Peer Review of AI classroom assistant.	Update acceleration policy.
Ensure all visitors and families can access events within school.	Yearly Questionnaire via parent forum to assess community needs.	E. Ryland	Ongoing Governor and CSLT monitoring and adaptations to equity and accessibility plan in light of the findings.	Ongoing Governor and CSLT monitoring and adaptations to equity and accessibility plan in light of the findings.	Ongoing Governor and CSLT monitoring and adaptations to equity and accessibility plan in light of the findings.	Ongoing Governor and CSLT monitoring and adaptations to equity and accessibility plan in light of the findings.
	Event feedback forms to include inclusion feedback section.	Event Holder	Ongoing	Ongoing	Ongoing	Ongoing