



Single Equality Policy

Reviewed by	HCC / Susannah Holmes	Authorised by	WGB Committee
Last Review	Autumn 2026	Date	September 2026
Next Review	Autumn 2029	Review Cycle	3 Years

Introduction

Freegrounds Infant School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Freegrounds Infant School intends, over time, to increase and maintain the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

This has been drawn up to cover the period from March 2024-March 2027. The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010.

According to the Equality Act 2010 a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and for full participation in the school community for pupils and prospective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school's aims equality policy, Single Equality Scheme and the school's SEND policy. The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils, setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Education & related activities

The school will:

- continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- ensure classrooms are optimally organised for disabled pupils and reasonable adjustments are made
- provide opportunities for all pupils to achieve and are responsive to pupil diversity
- encourage all pupils to take part in music, drama and physical activities
- recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading
- recognise and allow for the additional time required by some disabled pupils to use equipment in practical work
- provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- provide access to computer technology appropriate for students with disabilities
- endeavour to make school visits accessible to all pupils irrespective of attainment or impairment
- remove all barriers to learning and participation

Physical Environment

The school will:

- take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- allow access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and outdoor areas and playgrounds
- endeavour to allow pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities
- ensure non-visual guides are used to assist people to use buildings
- ensure visual signing is clear to all pupils with disabilities
- ensure all areas are well lit

- ensure steps are taken to reduce background noise for hearing impaired pupils
- ensure furniture and equipment is selected, adjusted and located appropriately

Provision of Information

The school will:

- make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested
- provide, on request, information in a simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information through liaison with appropriate specialist teachers and organisations
- ensure information is presented to groups in a way which is user-friendly for people with disabilities
- ensure that staff are familiar with technology and practices developed to assist people with disabilities

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments. In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

This Single Equality Scheme/Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Equality Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Child Protection policy

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set. There will be a full review of the plan by the 1st March 2027 when a new plan will be produced to cover the next three years.

Priority	Implement further reasonable adjustments to support children with metacognition and Neurodiversity which may present barriers to learning.
Action	Make changes to the approach to behaviour management so it is more therapeutic and based on restorative practice.
Time Scale	School Improvement Plan 2023-2024 & 2024-2025
Expected outcome	The school has successfully adopted The Empowerment Approach and there is an improvement in pupil behaviour. Changes have been made to the provision which support children with neurodiversity and metacognition in being successful. Staff have a good understanding of how to support pupils who have difficulties with metacognitive and neurodiversity and actively apply these within the classroom.
Impact/Outcome	
Approach to Behaviour Management	

■ In September 2024 the school adopted The Empowerment Approach to behaviour management. This is reflected in the policy accordingly. The School's Behaviour Policy operates on the basis that every child fundamentally wants to feel cared for, recognised for being unique and proud of their achievements. This strategy supports a more therapeutic approach to responding to pupil's behaviour and a restorative process to help children develop the skills they may not yet have to manage their feelings and emotions. It also moves always from the consequences approach what was a significant part of the previous behaviour management strategy.

Behaviour Policy

■ The school's Behaviour Policy is applied consistently and fairly across the school. Positive learning behaviours are embedded across the school by our learning values, which were also reviewed in September 2024 to ensure they were more aligned to those of Freegrounds Junior School, and the reward system that goes with them. (See our Behaviour Policy). In observed lessons evidence of positive learning behaviours are consistently demonstrated by pupils and behaviour is either good with outstanding features or outstanding.

Engagement with families

■ It is our role to support children in their development of positive and respectful behaviour. However, we also recognise that the experiences children may have had in the recent or distant past, or indeed on the morning before they come to school, will affect them in different ways and sometimes the behaviour displayed may not be positive. If children demonstrate behaviour which causes concern we engage with parents and families in the first instance, to identify reasons for this behaviour and seek solutions in partnership with parents.

Bespoke Provision

■ Some children at Freegrounds Infant School have specific Behaviour Plans to support them in making successful choices and demonstrating positive behaviour. These are monitored regularly to see the impact and then reviewed to constantly seek towards improving behaviour.

Engagement with other services

■ The school works closely with then Primary Behaviour Support Team and Education Psychology to identify strategies to support children with their behaviour.

In addition signposting to Parenting Courses and referrals to Early Help Hub are also mechanisms which the school have engaged with to support families and children with behavioural needs. In all cases, past or present, where pupils have been suspended behaviour has improved through these strategies.

Inclusive practice

■ Although the school is inclusive, we understand that all children have the right to a good education and to be safe. During the academic year 2024-2025 there were five fixed term suspension. There have been no permanent suspensions. Following suspension, the school has a strategy for reintegrating pupils and managing future behaviour. The school does however, recognise that external exclusion is not always the best route for pupils and therefore other strategies such as internal exclusion and therapeutic approaches such as the Thrive Approach and ELSA are used.

Pupil Survey

■ When pupils were asked if they enjoy being at school for the pupil attitude survey conducted during Autumn 2024 98% of pupils responded positively by saying that they enjoy being at school. This is testament to the warm and positive atmosphere that is evident in school.

■ With the retirement of the school's ELSA a new perspective has been taken on the support needed for our children who may need support with their SEMH needs. As such from September 2025 the ELSA post will be replaced by an SEMH role, integrating strategies from ELSA, Thrive and The Empowerment Approach.

Action	Make changes to the provision to support pupils who may be neurodiverse.
Time Scale	School Improvement Plan 2025-2028
Expected Outcome	Changes have been made to the provision which support children with neurodiversity and metacognition to be more successful.
Impact/Outcome	
Provision Map ■ In September 2024 the school started using Provision Map to track the provision for our pupils who may need reasonable adjustments. This platform is also used with Freegrounds Junior School which allows for smooth transition of information regarding pupils with SEND, interventions that have taken place and key information from specialist services. ■ In September 2024 the active decision was made to change the background of displays across the school so they were more neutral. Although it is difficult to measure the direct impact of this when displaying children's work and information to support them with their learning, it is the content of the board which the eye is drawn to rather than the bright background colour. ■ October 2024 the school adopted the communication and language tool Widgit as a whole school strategy to support children who may have barriers to being successful in writing. Following this we have seen children who previously struggled to write being able to compile sentences independently and showing pride and achievement in their work.	
Action	Develop staff's knowledge and understanding of metacognition and neurodiversity and apply strategies within current practice.
Time Scale	School Improvement Plan 2025-2028
Expected Outcome	Staff have a clear understanding and put into practice strategies to support children with metacognition and diversity.
Impact/Outcome	
■ During the Summer term of 2024 staff undertook training on the Empowerment Approach to support with their understanding of metacognition and strategies that could be used in class to support pupils in this area. ■ All staff have also received training on how to use Widgit and this is consistently used across the school. ■ In the summer of 2024 a member of staff trained as a Thrive Practitioner and now works with staff to complete Thrive Assessments and generate support plans to support some of our more vulnerable pupils. ■ During the summer term our trained Thrive Practitioner will run a session for staff and key attributes of trauma. ■ During Inset Days in the Autumn and Spring terms the Deputy Headteacher and SENDCo led training on the T-Send materials published by Hampshire SEND service. These materials support staff with their understanding of the neurodiversity and how to support pupils within their class.	
Action	Work with Access to Work to identify specific technology and resources and purchase recommended items and use them within school.
Time Scale	Summer term 2024

Expected Outcome	Technology is available to support members of the school community who have difficulty hearing be successful.
Progress/Outcome/Impact	
■ School worked alongside Access to Work to identify resources needed and resources were purchased and are being used in school. As such where reasonable adjustments have been made for members of the school community there is significant improvement in their ability to hear and engage in activities which before presented a challenge.	

Priority 2	The number of pupils for whom English is a second language attending the school has increased over the past 5 years. As such we would like to ensure all staff have the knowledge and expertise to support pupils with EAL on a daily basis within class to rapidly secure English
Action	Source and deliver training for staff on strategies to support pupils with EAL in the classroom on a daily basis.
Time Scale	Spring 2024-Summer 2027
Expected Outcome	Staff will have the strategies and knowledge needed to feel confident to support children with EAL in being successful and rapidly securing English.
Progress/Outcome/Impact	
■ A member of staff has been assigned the role of EAL Co-ordinator and has attended the SEAL training. ■ This member of staff then led ½ Inset Day training on understanding the process of language acquisition for EAL pupils, strategies to support transition into school, and resources that can be used to support children on a day-to-day basis. ■ School have also been quick to respond to the needs of our EAL pupils, by engaging with EMTAS. In the past academic year since September 2024 EMTAS advisors have visited the school on 4 different occasions to work with individual pupils in the school. ■ The elected EAL Co-ordinator left the school in Summer 2024 and a new EAL Co-ordinator has been assigned. This person is currently undertaking training to affectively take the lead in this area in school.	

Priority 3	Ensure that members of the school community who have hearing difficulties are facilitated to be successful through the use of recommended technology.
Action	Work with Access to Work to identify specific technology and resources. Purchase recommended items and use them with school.
Time Scale	Summer term 2026
Expected Outcome	Technology is available to support members of the school community who have difficulty hearing be successful.
Progress/Outcome/Impact	
■ School worked alongside Access to Work to identify resources needed and resources were purchased and are being used in school. As such where reasonable adjustments have been made for members of the school community there is significant improvement in their ability to hear and engage in activities which before presented a challenge.	