



Brampton Abbotts CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

EQUALITY AND ACCESSIBILITY PLAN, DATA AND OBJECTIVES

Chapter 4: CURRICULUM DELIVERY POLICY SUITE

This policy will be reviewed and updated by the governing body at least annually.
All references to 'the school' imply both Brampton Abbotts and Bridstow Primary Schools.

Date signed off by full governing body: 21st October 2025

Signed Daniel Brearey, Head teacher

A handwritten signature in black ink, appearing to read 'D. Brearey'.

Paul Mason, Chair of governors

A handwritten signature in black ink, appearing to read 'Paul Mason'.

Date next review due: October 2026

Introduction

Our vision is rooted in Psalm 1:3: 'You are like a tree, planted by streams of water that never run dry. Your fruit ripens in its time; your leaves never fade or curl. In all you do, you prosper'. To this end, and in order to create a positive learning environment, this policy suite sets out the school's approach to treating each other fairly, and to providing opportunities for open and honest feedback that enables pupils to grow and develop.

This suite of policies aims:

- to ensure all children are supported to achieve their potential, knowing their achievements and what they need to do next;
- to ensure that suitable reasonable adjustments are put in place to enable all children to engage fully in the life of the school and to achieve their potential.

This policy suite contains the following chapters:

[Chapter 1](#): Assessment, feedback and marking

[Chapter 2](#): Educational visits

[Chapter 3](#): Home learning and remote learning with technology

[Chapter 4](#): Equality policy and information, including accessibility plan

[Chapter 5](#): SEND policy

[Chapter 6](#): Children in care

[Chapter 7](#): Supporting children with medical conditions

[Chapter 8](#): Children with health needs who cannot attend school

[Chapter 9](#): Elective home education

Other key school documents to refer to are:

- Safeguarding suite
- Curriculum contents suite

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns following the school's whistleblowing policy.

Compliance

This policy is set out in line with the legislation, statutory guidance and good practice guidance set out at Appendix 1.

Our curriculum reflects the full breadth of the National Curriculum, including statutory Relationships and Health Education, Religious Education, and Collective Worship. These elements are delivered in a way that honours our school's Christian foundation, nurturing pupils' spiritual, moral, and emotional development within a values-led environment. (details in Curriculum Contents policy suite)

CHAPTER 4: EQUALITY AND ACCESSIBILITY PLAN, DATA AND OBJECTIVES

4.1 A whole-school approach

We aim to create an environment in which diversity is welcomed, and all children and staff have an equal opportunity to flourish, free from discrimination.

We want each child to enjoy a full and busy school life, and to appreciate the value of friendship, respect and diversity. All staff members strive to ensure that each child achieves their potential academically, physically, emotionally and socially.

We want each staff member to feel valued, supported and enabled to develop.

To achieve this, equality, diversity and cohesion must be part of our day-to-day practice. As such, they are embedded throughout our core values, curriculum planning and policies.

4.2 Roles and responsibilities

Creating this environment is the responsibility of everyone in school.

It is the headteacher's responsibility to ensure that supporting tools are in place to enable this, that it is embedded into policies, and that information is monitored routinely to ensure that any equality issues are identified and acted on promptly. The headteacher is supported by the governors in this role.

4.3 Public Sector Equality Duty

In accordance with the Equality Act 2010, the school has due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

4.4 Equality data

To ensure that we are achieving our aim of creating this environment, We analyse information relating to pupil achievement, attendance, exclusions, participation in school life, SEND, disability, disadvantage, safeguarding, behaviour and stakeholder feedback to identify and address any inequalities or barriers to participation.

This information also helps to ensure that we are fulfilling our commitment to the participation of pupils with disabilities in the curriculum and extra-curricular activities and to the equal access of pupils with disabilities to information and to the school's physical environment.

4.5 Accessibility plan

The equality plan also incorporates our accessibility plan, and therefore incorporates our work to:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided, and;
- improve the availability of accessible information to disabled pupils.

Following discussions with pupils, parents and staff, we have identified the following as the most important priorities for this academic year.

Increasing the extent to which disabled pupils can participate in the curriculum:

To ensure children are accessing learning at their own target level through quality of teaching and interventions.

To ensure appropriate resources are acquired to support children with disability to access the curriculum and reasonable adjustments are made to facilitate this including ICT.

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided:

To ensure that the school site is improved to further maintain access to the physical environment for pupils, staff and visitors with disabilities

Improving the availability of accessible information to disabled pupils:

Resources are created and acquired in order to ensure that communication is accessible to all. Communication in print is used throughout the school for symbol signage where necessary.

4.6 Equality objectives

Equality objectives are reviewed annually and formally refreshed at least every four years, or sooner where local circumstances indicate a need.

Objective		Measure
Improve participation and outcomes for pupils with SEND and disabilities through targeted support and reasonable adjustments.		Progress data, teacher assessment, intervention reviews, pupil voice and evidence of reasonable adjustments in place.
To increase pupils' understanding of the range of ethnicities, religions and lived experiences both locally, nationally and internationally throughout the curriculum.		Curriculum planning reviews, book looks, pupil voice, collective worship records and RE assessment evidence.
Ensure the school's Christian Vision and core values of 'Work Together, Grow Together, Flourish Together' are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity (in all respects) as a strength of the school.		School development plan review, policy review cycle, curriculum monitoring, pupil and parent voice, SIAMS-related reflection and governor monitoring.

4.7 Equality and accessibility action plan

The following plan sets out how we will achieve the objectives set out in section 4.5. This plan is monitored every term by the headteacher and reviewed by the headteacher and governors.

Action	Who	By when	Notes
Objective 1: Improve participation and outcomes for pupils with SEND and disabilities through targeted support and reasonable adjustments.			
Use assessment, SEND review information and pupil voice to identify barriers to participation and learning for pupils with SEND and disabilities.	Head and Teachers	End of Autumn and End of Summer terms	
Plan and deliver targeted teaching, interventions and reasonable adjustments so pupils can access learning at an appropriate level.	Head and Head of School	End of Autumn and End of Summer terms	
Review the impact of support and adjustments regularly, refining provision where needed to improve participation, confidence and outcomes.	Subject leaders	End of each half term.	
Objective 2: Increase pupils' understanding of the range of ethnicities, religions and lived experiences locally, nationally and internationally through the curriculum, collective worship and wider school life.			
Review curriculum planning annually to ensure pupils encounter a broad range of ethnicities, cultures, religions and lived experiences within themes and topics.	Curriculum leaders	Ongoing	
Use collective worship planning to explore diverse stories, voices and lived experiences in ways that support respect, inclusion and understanding.	Clergy and School leaders	Ongoing each term	
Review RE provision against the SACRE Agreed Syllabus so pupils develop knowledge of key religions, beliefs and worldviews.	RE Leads	Part of RE review work	
Objective 3: Ensure the school's Christian vision and core values of 'Work Together, Grow Together, Flourish Together' shape school development, policy review and curriculum monitoring, reflecting an inclusive ethos where diversity is recognised as a strength.			
Ensure the School Development Plan reflects the school's Christian vision, core values and inclusive ethos.	School leaders	By end of Summer term for following academic year	

Review core school documentation and practices so the vision, values and commitment to inclusion are consistently reflected.	Head and Gofs	Ongoing	
Use curriculum monitoring and pupil voice to check that pupils experience diverse local, national and international perspectives across subjects.	Subject leaders	Part of all subject reviews	

Appendix 1: Legislation, Statutory Guidance and Good Practice Guidance

[DfE Equality Act 2010: Advice for Schools](#)

[Guidance from the Equality and Human Rights Commission \(EHRC\)](#)

[EHRC Employment Advice](#)