



Great Waltham Primary School
EQUALITIES INFORMATION AND ACCESSIBILITY PLAN 2026 - 2029
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The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how effectively we currently meet these aims in relation to the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled pupils can participate in the school's curriculum which includes improvements to the physical environment.

1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and PSHE/RSE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils regularly discuss and understand our vision and values: “Let all that you do be done in love” and ASPIRE an acronym for Aspiration, Strength, Integrity, Responsibility and Empathy.

In relation to DISABILITY, the evidence we hold tells us:

- Pupils, parents and staff with medical needs feel included in school life.
- We make “reasonable adjustments” for pupils and staff with medical needs and disabilities.
- Pupils who transfer to our school make friends quickly and report that we are a welcoming school
- The PSHE and Citizenship curriculum addresses this in an age-appropriate way in each year group.
- Assemblies address individual pupil’s needs and abilities in a way that they feel comfortable and are encouraged to participate.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- We have very good, proven procedures in place to ensure smooth transitions between key stages and schools for pupils with a disability and for those with medical needs.

In relation to SEX, the evidence we hold tells us:

- All pupils have access to a range of after school clubs, regardless of gender.
- All pupils have regular access to sporting events. Most teams are mixed gender.
- Our staff and pupils challenge stereotypes.

In relation to GENDER REASSIGNMENT, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make “reasonable adjustments” if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- Our Science and Health and Relationships Education suits our pupil’s needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can ask to work hours to suit them on returning to work after pregnancy.
- Staff choose to return to work here after maternity leave.

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive.
- We practise Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school.
- We regularly welcome visitors from Christian and other faith communities to support collective worship and enhance pupils' understanding of different faiths and beliefs.

In relation to SEXUAL ORIENTATION, (including LGBTQI+) the evidence we hold tells us:

- Our Science, Health and Relationships Education suits our pupil's needs.
- We have an equal opportunity policy to address this.
- All staff possess an awareness of homophobic bullying.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after school clubs.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our Christian vision, '*Let all that you do be done in love*', underpins our commitment to treating everyone with dignity and respect, regardless of their sexual orientation. Through our ASPIRE values—Aspiration, Strength, Integrity, Responsibility and Empathy—we create an inclusive community where everyone is welcomed, valued and supported. Pupils are able to articulate this in age-appropriate ways.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN or other barriers, rather than their economic disadvantage.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE, our self-evaluation tells us:

- We live in a mainly white, British community which means our pupils' understanding of race issues are limited, although our school population is becoming more multi - cultural.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by PSHE/RSE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have ADHD, autism or medical needs due to our open and honest discussion with pupils and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- We have individual risk assessments for pupils with specific needs.

- Our building is accessible for wheelchair use.

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, counsellor and other agencies.
- Most staff return to work at GWPS following maternity leave.

In relation to AGE, our self-evaluation tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.

In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We need to increase our Religious speakers from religions other than Christianity.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues however, through our vision and values these issues are addressed regularly with all pupils in an age-appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required.

Great Waltham 's Equality Objectives June 2026 – March 2029

Equality Focus	Target	Actions	Success Criteria	Date to be completed by	Who?	Impact (Recorded by March 2027)
Race	To continue to monitor and review the school curriculum to ensure it is diverse and reflective of the world we live in.		Children's learning experiences broaden their life outlook	Ongoing	SLT	
Disability	Improve identification and access to support for young carers within the school community to ensure they receive timely and appropriate help.	<ul style="list-style-type: none"> Establish a confidential system for identifying young carers through staff training and pupil questionnaires Develop a clear referral and support pathway for young carers, including links to external agencies Raise awareness of young carers' needs through assemblies, newsletters. 	<ul style="list-style-type: none"> Young carers identified confidentially Increased referrals to support services Referral pathway documented and shared with staff At least 80% of identified young carers accessing support At least 2 assemblies Positive feedback from parents and pupils 	ongoing	PSHE subject lead	
	Increase awareness and understanding of different types of disabilities	<ul style="list-style-type: none"> Integrate disability awareness themes into the curriculum and assemblies 	<ul style="list-style-type: none"> Disability topics included in at least 2 curriculum areas Assemblies held with relevant themes 	Ongoing through the academic year	SENDCo and SLT	
Sex and Gender and sexual orientation	Ensure all staff receive comprehensive, training on homophobic bullying to improve awareness, prevention, and response strategies	<ul style="list-style-type: none"> Schedule training sessions to ensure all staff attend, including new starters. Follow up with refresher sessions and updates annually 	<ul style="list-style-type: none"> 100% of staff complete the training within 6 months. Reduction in homophobic bullying incidents reported. Positive feedback from staff on increased awareness and 	annually	Inclusion lead	

			confidence in handling incidents.			
	Eliminate discrimination and promote respect and equality through PSHE curriculum and Outsider's programme.	<ul style="list-style-type: none"> Review and update PSHE curriculum content to include explicit anti-discrimination themes Provide staff training on equality and inclusion within PSHE Embed ASPIRE values and VISION in PSHE lessons Engage pupils in discussions and activities about respect and equality 	<ul style="list-style-type: none"> PSHE curriculum includes clear anti-discrimination content Staff trained and confident in delivering inclusive PSHE Pupils demonstrate understanding of respect and equality in lessons and assemblies 	July 2027	PSHE Lead, Senior Leadership Team (SLT), Teaching Staff	
Religion and Belief	To enhance Engagement with RE Visitors and Experiences to Foster Good Relations Rise awareness of Global Christianity.	<ul style="list-style-type: none"> Identify and invite diverse RE visitors and groups Evaluate impact of RE visitors on pupil understanding Include a variety of RE visitor's experiences in school assemblies Organise interactive RE activities and visits 	<ul style="list-style-type: none"> At least one visitor or RE experience per term for each year group Evidence of improved understanding and respect in pupil feedback Assemblies include RE themes and visitor contributions 		RE lead	
Economic Disadvantaged and life experience disadvantaged	Eliminate barriers to learning and progress for disadvantaged pupils, including those with SEND, by providing timely and tailored academic and pastoral support.	<ul style="list-style-type: none"> Identify disadvantaged pupils and those with SEND needing targeted support through baseline and ongoing assessments Deliver targeted interventions and monitor progress regularly Review and adapt support promptly based on pupil progress and feedback 	<ul style="list-style-type: none"> All disadvantaged pupils and SEND identified within first 6 weeks of term Individual support plans created and implemented if necessary - Reduction in attainment gap between disadvantaged pupils and peers 	reviewed termly	SLT, SENDCo,	

Our definition of Disability is a person who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry our normal day to day activities.

Current Good Practice

Great Waltham Primary School demonstrates a strong commitment to providing an accessible and inclusive environment for pupils with disabilities. The school currently supports pupils with Social, Emotional and Mental Health (SEMH) difficulties through targeted interventions such as YMCA counselling and therapy dog, reducing barriers to learning and enabling fuller curriculum engagement. The school's inclusive ethos and nurturing environment, highlighted in its Aspire values and OFSTED's recognition that pupils benefit from a supportive and caring environment, underpin this approach. One Planning is used effectively to set clear, SMART small step targets towards desired outcomes, ensuring personalised and measurable progress for pupils with SEND. Staff break down learning into manageable steps and provide clear explanations, enabling pupils to access the curriculum at their own pace and level.

Physical accessibility is supported by almost all classrooms having external accessible doors, ensuring ease of entry to the school building. Inside, there are accessible toilets and we regularly review individual pupil needs. These measures reflect the school's inclusive ethos and align with its vision to treat children as individuals and support them in achieving their potential, as well as the OFSTED recognition that 'Pupils show a mature understanding of their differences and things they have in common with others'

Great Waltham Primary School demonstrates a strong commitment to providing accessible information to all pupils, including those with disabilities. The school has a dedicated webpage focused on mental health support for parents and carers, ensuring vital information is easily accessible to families who may need additional support. These efforts align well with the school's priorities to meet diverse pupil needs and promote equality, as expressed in the school's vision and values.

Great Waltham 's Accessibility Plan June 2026– March 2029

Target	Strategies	Success Criteria	Actions	Date to be completed by	Who?	Impact (Recorded by March 2027)
Access to the curriculum	To ensure that adaptations support the access of lower attainers to knowledge in all subjects	<ul style="list-style-type: none"> Curriculum materials are adapted with clear scaffolding and visual supports. Staff demonstrate confident use of differentiation/adaptation strategies. Pupils with disabilities show increased engagement and understanding across subjects. Evidence of progress in pupil work and assessments. 	<ul style="list-style-type: none"> Review current curriculum materials to identify barriers for lower attainers, including those with disabilities. Provide staff training on differentiation/adaptation strategies tailored to pupils with SEND. Develop and implement scaffolded resources and visual aids. Increase use of formative assessment to monitor understanding and adjust teaching. 	Termly	SENDCO Subject Leads Class Teachers	

		<ul style="list-style-type: none"> • Positive feedback from pupils and parents on accessibility of learning. 	<ul style="list-style-type: none"> • Engage pupils in feedback to tailor support. • Involve parents in understanding adaptations and supporting learning at home (one planning, one page profile meetings) 			
Access to the physical Environment	Improve internal access thresholds to enhance wheelchair accessibility and comply with manual handling guidelines	<ul style="list-style-type: none"> • Clear, accessible routes are established and signposted throughout the school. • Staff demonstrate competence in manual handling relevant to the school environment. • Positive feedback from pupils, parents, and staff on improved access and safety. 	<ul style="list-style-type: none"> • Conduct a detailed audit of all internal doorways, thresholds, and corridors to identify barriers to wheelchair access. • Continue and maintain relevant staff training on safe manual handling techniques related to assisting pupils with mobility needs. 	Ongoing	SENDCO SBM	
Access to Information	Ensure the school website is reviewed and updated regularly to maintain accessibility and consistency	<ul style="list-style-type: none"> • Schedule termly reviews of the school website and class webpages to check for accuracy, accessibility, and up-to-date content • Ensure all web content meets accessibility standards, including text clarity, alt text for images, and easy navigation • Provide key school documents and updates in multiple accessible formats (e.g., large print, audio, simplified text) 	<ul style="list-style-type: none"> • Website and class pages are consistently updated with current, accessible information • Positive feedback from users with SEND and their families 	Termly and ongoing	SBM and Teachers Headteacher	