Equality and Diversity Service Level Agreement – Information Document

Part 1 - Equality Policy Information

To enable us to develop/update your school's Equality Policy, please provide the information below.

General School Information	
School Logo *(please copy into box provided or attach file to email)*	St. Andrew's C.P. School Kirk Ella
Lead Contact on this SLA *(usually the Head Teacher, Assistant Head or School Business Manager)*	**Suzanne Coxon**
Lead Contact Telephone Number	**01482 657208**
Lead Contact Email Address	**Mrs.coxon@kirkella.eriding.net**
School Website Address	**https://kirkellaprimaryschool.org.uk/**
School Vision or Mission Statement	**Building respect, resilience and responsibility to encourage confident and questioning children who love learning.**
Lead Governor name	**Mr Michael Hogan**

Does the school employ over 150 members of staff	**No**

Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED has two elements; the **'general' equality duty** and the **'specific duties'**. For more information on the PSED, please visit https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england

The 'General' Equality Duty

The '**general' equality duty** requires schools to have 'due regard', or think about the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it

You are legally required to publish progress towards these aims on an annual basis. In the table below, please give examples/evidence of ways in which your school has paid due regard for the three general equality aims during the last school year. Please also outline any potential areas for improvement for future years.

General Equality Duty Aims	Examples/Evidence for 2025/26 (or latest available)	Potential areas for improvement / future actions
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	Assemblies on Anti-Bullying PSHE sessions Restorative practice when conflict occurs Sanctions for poor behaviour Contacting parents Letters to parents Fixed term exclusions Positive behaviour strategies	
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Access to all areas of the curriculum regardless of characteristic Support provide for all children that require it to achieve their very best Pupil Premium money used to ensure all children have access to activities in and out of school	

Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	Pupil voice through Eco Council, post box of thought and feelings. All children treated equally and sanctions given for those that do not behave accordingly. ELSA session for those children that require support to ensure they can succeed. Restorative Practice for children that have conflict so they can make better choices. PSHCE sessions used to discuss specific issues A broad curriculum that covers differing religions, sex, gender and race issues.	

** The Act explains that having due regard for advancing equality involves a) Removing or minimising disadvantages suffered by people due to their protected characteristics, b) Taking steps to meet the needs of people from protected groups where these are different from the needs of other people, c) Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.*

The 'Specific Duties'

The '**specific duties'** require schools to do the following:

a) Publish information annually to show compliance with the general equality duty

Schools should publish information that demonstrates how they have met the equality duty. Along with publishing an update on progress towards the three aims (as per the table above), there is other information that you may publish to comply with the duty. Please indicate in the table below which information you currently have and where it is published or available to view *(*those marked with an asterisk are those which we will support your school with as part of the Equality & Diversity SLA):*

Document/Data	Published	Where is it published?
Equality Objectives*	Yes	School website (included in Equality Policy)
Annual update towards the general equality duty and equality objectives*	Yes	School website (included in Equality Policy)
Accessibility Plan (including annual progress update)*	Yes	School website (included in Equality Policy)
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	No	
School performance data e.g. attainment, absence/attendance	Yes	School Website
Governing body minutes	No	
Anti-bullying policy	Yes	School Website
School development plan	Yes	Key Objectives on School Website

Document/Data	Published	Where is it published?
Equality training materials	No	In school
Parent and pupil surveys	Yes	School Newsletter, Governors Reports
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

b) Prepare and publish one or more specific and measurable equality objectives at least once every four years (and publish an update on progress towards these objectives annually)

If you have **existing** Equality Objectives, please outline them in the table below, along with the reasons for setting these particular objectives and a summary of progress that has been made in the last school year (including where relevant and appropriate any reference to performance data). Please also include the date each objective was set/developed. If **one or more** of your existing equality objectives were **set/developed more than four years ago**, your equality objectives will now need to be reviewed to ensure they are still relevant.
In the **development of new or revision of existing objectives**, you will need to consider various statistics, evidence and information such as pupil population data, SEN, Free School Meal data, participation levels, language data, accessibility, key equality issues, research, survey findings, absence, admissions, attendance data or any other relevant evidence. The objectives should also consider the **three general aims of the equality duty** outlined earlier. The number of objectives set should generally be proportionate to the school size; one is the minimum requirement, **two or three** is recommended, and more than four may be difficult to manage and achieve.

For all **Equality Objectives**, please **summarise any key actions planned** for the next school year.

Equality Objective	Date set	Evidence/reasons for setting this	Progress towards this in the last school year 2025/26	Potential future actions /work /projects / timescales
• To maintain a 'zero tolerance' approach to instances of bullying/prejudice based on any identified protected characteristic (or similar)	Jun 2026	To ensure bullying/prejudice is dealt with in the school	The number of bullying incidents has been minimal and are tracked	Development of monitoring procedures. Renewal of Behaviour Policy
• To ensure attainment for pupils who are SEN without statement, FSM, EAL, disadvantaged achieve above national expectations in Year 1 phonics, Year 4 Tables Test and Year 6 SATs	Jun 2026	To ensure all children make progress whatever their characteristic	All children tracked to ensure they make progress using a new assessment system in school	Specific TAs used to ensure children make catch up if required. Targeted support for all children
• To use curriculum areas and themes to promote a positive view of people who display	Jun 2026	To ensure self-confidence of all children and inclusion within the school	ELSA has been useful to give greater confidence to the children. Groups of vulnerable children have been working in	Development of restorative practice to get to the bottom of underlying issues and to ensure

Equality Objective	Date set	Evidence/reasons for setting this	Progress towards this in the last school year 2025/26	Potential future actions /work /projects / timescales
differentiating characteristics, protected or otherwise			groups to raise money for the school. Special days for awareness for disability groups.	children recognise the consequences of their actions. Jigsaw groups, assemblies and special days for children with protected characteristics to ensure understanding.

As part of this Service Level Agreement, we will contact you on an annual basis to request an update on progress against the three general aims of the equality duty and your equality objectives, and will update any school information where required. This update will be included as Appendices to your Equality Policy; a copy of your policy document with these revised Appendices will be provided to you for publishing on your school website on an annual basis.

Part 2 – Accessibility Plan Information

To enable us to develop/update your school's Accessibility plan, please provide the information below. The plan will be included as an appendix within the Equality Policy that we produce for you.

School Information	
Lead Contact on the accessibility plan *(usually the same as the Equality Policy)*	**Suzanne Coxon**
Lead Contact Telephone Number	**01482 657208**
Lead Contact Email Address	**Mrs.coxon@kirkella.eriding.net**
Lead Governor name *(usually the Chair and the same as the Equality Policy)*	**Mr Michael Hogan**

As part of developing or reviewing your Accessibility Plan, you will need to undertake an annual Accessibility Audit. This should be completed by more than one person including teachers, parents, pupils and Governors.

Accessibility Audit		
A. External Approach and Entrance	**Yes/No/N/A or other**	**Please give details**
Is the school main entrance clearly visible and well signed? *(i.e. can you identify the entrance from the street, are there visual clues, signs and land marks to aid orientation)*	**Yes**	
Is the route to the entrance, from either the street or car park, suitable? *(i.e. is there an incline, does this pose a problem for wheelchair users, do crossings on approach have tactile paving, are the pathways wide enough or, if narrow, is there a suitable passing place for wheelchair users, are plants and trees cut back to avoid hazards, are the routes free from hazards such as bollards and litter bins, if there are such hazards are they colour contrasted, is there any seating provided along routes for parents/guardians waiting to pick up pupils)*	Yes	Wheel chair access provided
Is the surface in front of the entrance (walkways/paved areas) of good quality? *(i.e. are there any trip hazards, would the surface cause issues for a wheelchair or stick user, are the surfaces even and slip resistant, are there any gaps or cracks that could trip people or trap wheelchair wheels)*	Yes	

Is the main entrance accessible? *(i.e. are the doors manual or automatic, if manual - are the doors stiff or heavy and is the handle low enough for wheelchair users, is the door(s) wide enough for wheelchair users, is there a bell or intercom and is it low enough for wheelchair users, if there is a bell or intercom - does it have braille on the buttons and/or an LED display for the hearing impaired, are there staff on hand to help, is the signage good and clear - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance glazed so that people waiting to either side of the door can be seen by people on the other side)*	No	**Required consideration for wheelchair users, braile users**
If there are any ramps or steps, are they suitable? *(i.e. are ramps wide enough to allow wheelchairs to use them and are they suitably graded, do ramps have handrails to aid walkers on both sides, are ramp surfaces slip-resistant and firmly fixed in place with no risk of movement when used, are ramp edges protected to prevent accidents, are ramp surfaces colour contrasted to aid the visually impaired, do steps have visual and tactile warnings at both top and bottom, do steps have handrails to aid walkers on both sides, are steps slip-resistant)*	Yes	
B. Car Parking	**Yes/No/N/A or other**	**Please give details**
Are the parking bay markings well laid out and clearly visible?	**Yes**	
Is there good signage in the car park? *(i.e. is there a one-way system and is this clearly signed - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance/exit for the car park clearly shown, is the route to the school entrance clearly shown)*	**Yes**	
Does the car park have suitable lighting? *(i.e. if leaving or arriving early/late, is there enough lighting, are any steps and ramps suitably illuminated during darker hours)*	**Yes**	
Is there a drop-off/pick up point marked out? *(i.e. is the area well marked out and clearly signed, is there any seating for people waiting to be picked up)*	**No**	**There is no area to provide a pickup point. People can wait in the school reception area.**
Are there any disabled parking spaces? *(i.e. how many are there, how accessible are they, how close to the school entrance are they, are they clearly marked and well lit, are they signposted from the entrance of the car park, do the bays have enough space for car doors to fully open - allowing disabled passengers to transfer to wheelchairs)*	**Yes**	**We have a disabled parking area in the school car park which is marked out and are wider than other spaces.**
Is the route from the car park to the school suitable? *(i.e. are walking routes for slow moving people through the car park provided and clearly marked, are there dropped kerbs for wheelchair users, are there tactile surfaces to warn the visually impaired)*	**Yes**	

C. Reception Areas	Yes/No/N/A or other	Please give details
Is the reception desk area suitable for all users? *(i.e. is it low or have a lower section, is there room to manoeuvre a wheelchair around to the desk, is the reception area flooring clearly marked with contrasting colours, is the area behind the reception desk suitable for disabled staff to work)*	**No**	**Office does not have a lowered section. Consideration for Wheelchair/braille users. The reception area is a large space**
Is there any seating in the reception area? *(i.e. do any of the chairs have armrests for people who have difficulty standing)*	**Yes**	
Does the reception area have a hearing loop system? (i.e. is there any signage indicating the availability of this system, are staff aware of the facility and its use)	**No**	**Fit if required**
Are assistance dogs welcomed in the reception area?	**Yes**	
Is there good signage in the reception area and is it suitable? *(i.e. for the visually impaired - colour contrast between lettering and background)*	**Yes**	
D. Internal Circulation – floors, doors and corridors	**Yes/No/N/A or other**	**Please give details**
Is all signage in the main school areas (i.e. corridors, classrooms and halls) suitable? *(i.e. is direction signage clear and suitable - for the visually impaired the maximum contrast between lettering and background is recommended, such as white on black/black on white/dark colour on pale colour, are classroom signs and displays clear and suitable for the visually impaired and understandable by all pupils and staff, are the locations of standard and disabled toilet facilities clear signed and appropriately for the visually impaired)*	**Yes**	**Check signage for contrasting colours**
Is the access to all areas of the school building suitable? *(i.e. is there room for all users to move freely in all corridors and halls, are all corridors wide enough for wheelchair users to manoeuvre whilst still permitting other users to move past freely, is the overall layout of the school reasonably clear and logical)*	**No**	**Some corridors have steps but access to all key areas are possible**
Are the floor surfaces inside the school suitable? *(i.e. are there any trip hazards or other obstacles, is the flooring slip-resistant, are junctions between surfaces clearly detailed, are the colours, tones and textures varied between surfaces and fixtures and fittings to help people distinguish them, are the floors suitably colour-contrasted from the walls or skirting boards)*	**Yes**	
Are the doors in to classrooms and halls suitable? *(i.e. are doors distinguishable from walls and other surroundings, if there are any fully glass doors - are they clearly marked to avoid accidents, are all doors wide enough for wheelchairs, where doors are manual - are they stiff or heavy and are the handles low enough for wheelchair users, do all doors - where appropriate - have vision panes and are they low enough for wheelchair users and kept notice free)*	**Yes**	

Is access to all floors suitable? *(i.e. are there any stairs in the school - is there alternate access, such as lifts, ramps, etc, do lifts have braille/LED display on the signs and buttons and verbal indicators of floors, do lifts have support rails and are they wide/large enough to allow wheelchair user access, Is there a delayed-action or override to allow slow entry/exit, Is there an audible announcement of floor level that is loud enough for the hearing impaired, are edges of any stairs painted yellow to aid the visually impaired, do stairs and ramps have tactile warnings at both the top and bottom, do any stairs and ramps have handrails on both sides to aid walkers, are they suitably graded and slip-resistant)*	**n/a**	**Two rooms are affected by steps. Neither of these are used as classrooms. All classrooms are easily accessible.**
Are exits to outside play/sports areas suitable? *(i.e. are there any steps that would prohibit wheelchairs, if there are steps - are the edges painted yellow to aid the visually impaired, are there any ramps, are the doors wide enough for wheelchairs, if there are ramps or steps - are there handrails on both sides to aid walkers and are there tactile/visual warnings at both the top and bottom)*	**Yes**	
E. Internal Rooms	**Yes/No/N/A or other**	**Please give details**
Is there plenty of room to move around in the classrooms? *(i.e. could the classroom accommodate wheelchair or stick users, can tables and chairs be easily rearranged if needed to accommodate wheelchair users)*	**Yes**	**Furniture could easily be moved in all classrooms if required, depending on pupils.**
Do the classrooms and halls have hearing loops installed?	**No**	**Fit if required**
Are the rooms suitably lit? *(i.e. is the lighting designed to meet the needs of a wide range of users and for the intended use - including the visually impaired, are lights positions so that they do not cause glare, reflection, confusing shadows or pools of light and dark, do the rooms have controllable lights and/or blinds for windows,*	**Yes**	
Are the noise levels in the classroom suitable? *(i.e. are quiet and noisy rooms separated to create a buffer zone, are the rooms free of unnecessary obtrusive noise such as heating/air conditioning units)*	**Yes**	
Are chairs with arm rests and/or adjustable chairs available if needed? *(i.e. in the staff room, in classrooms)*	**Yes**	
Are the dining facilities suitable? *(i.e. do dining room counters have lower level access for wheelchair users, is there good room for wheelchair user to use and manoeuvre in the hall, do the dining room counters have hearing loop facilities, do the counters have a handrail for people with dexterity impairments, if you have vending machines - are they accessible to seated people, do they have Braille and LED displays or audible responses)*	**Yes**	

Are the schools non-classroom facilities suitable (e.g. library, sports, IT suites, main hall, etc)? *(i.e. does the library counter have a lower level, is there disabled changing facilities in the sports area and is it suitable for all users, is there access to any staging in the main hall for disabled people, is there seating or spaces in the audience areas for disabled access, does the hall have facilities for hearing or visually impaired people, do these facilities include hearing loops, is the signage in these facilities clear and suitable for the visually impaired, do the IT facilities cater for people with specific needs)*	**Yes**	
F. Toilet facilities	**Yes/No/N/A or other**	**Please give details**
Does the school have specific disabled toilets? *(i.e. are they accessible for wheelchair or stick users, how many are there, where are they located - proximity to classrooms and sports/play areas, are the signs for the disabled toilets suitable - for the visually impaired – colour contrast between lettering and background, do they have braille signs as well)*	**Yes**	
Are the disabled toilets suitable? *(i.e. colour contrasting handrails on walls, space to transfer from wheelchair to toilet, emergency pull cord, low level access to washing facilities, are the floors slip-resistant, are all the fittings distinguishable from the background, are hand dryers and sanitary ware easily seen against their surroundings, are compartment doors easy to open both for standing and seated people, are cubicle doors colour-contrasted against the panels, are lever style taps provided to aid people with dexterity impairments, are the facilities for disabled people as close by as the non-disabled facilities, are there suitably designed grab rails throughout, is there a back rest provided to the toilet pan, is the flush handle suitable for people with dexterity impairments)*	**Yes**	
G. Other facilities and information	**Yes/No/N/A or other**	**Please give details**
Does the school have IT and other equipment designed for disabled users? *(i.e. large keyboard, ergonomical mouse, screen magnifiers, adjustable chairs, adjustable tables, wheelchair accessible tables, touch screen computers, text-to-speech software, interactive whiteboards, braille readers/writers, etc - or a process, and commitment, for purchasing such equipment as the need arises)*	**Yes**	**We have adjusted furniture for two staff members and are constantly in conversation with them about it as part of our Health and Safety walk. Some adjustments for a child have been made in Foundation**
Does the school have educational equipment and facilities, including sport and play, for disabled users? *(i.e. touch screen computers, text-to-speech software, interactive whiteboards, inclusive P.E lessons, modified P.E equipment, etc - or a process, and commitment, for purchasing such equipment as the need arises)*	**Some**	**Purchase or borrow if required**
Does the school have access to translation and interpretation support as needed? *(i.e. British Sign Language, all non-English languages, Easyread (using symbols), large print, braille, audio transcripts etc)*	**Yes**	

H. Emergency Evacuation	Yes/No/N/A or other	Please give details
Are the school's fire alarms suitable? *(i.e. clearly visible - including for the visually impaired, procedures for hearing impaired)*	**Yes**	
Do school staff always know who is in the building and where, including visitors?	**Yes**	
Are all emergency exits suitable? *(i.e. wide enough for wheelchair users, no steps, once outside are the routes to safety suitable for all users such as wheelchair users, visually impaired, etc, if the school has more than one floor - is there a lift that is fire-protected with an independent power source)*	**Yes**	**PEEPs provided if necessary**
Are emergency procedures suitable, and explained appropriately, to all in the school? *(i.e. alternate procedures for some, explained to those with language or learning issues, practices and drills)*	**Yes**	**PEEPs provided if necessary**
Please enter the names of all the people who have carried out this audit including their position/role/job title.	**Suzanne Coxon, John Sheppard**	
Date completed	**04.06.26**	
Date of review (12 months after audit)	**04.06.26**	

Based on the findings of the completed Accessibility Audit, an Accessibility Plan must be drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan must be developed to cover a three year period and will contain relevant actions to achieve the following three aims and in order to support the Equality Duty:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Please look at the findings from your audit report to identify any issues or areas that need improving. For each of these areas, please outline in the table below any actions that your school needs to work towards or complete, along with responsible officer, timescales and resource implications. If you also have existing actions from previous Accessibility Audits, please include these in the table too and provide an update on progress against these actions.

Accessibility Plan **Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum**					
Outcome	**Action**	**Timescale**	**Responsible person**	**Resource implication costs/source of funding**	**Progress/evaluation**
Effective communication and engagement with parents	Termly meetings with parents/carers - Termly consultations Termly IEP meetings with SENCo Stay and Learn sessions Family Support and TAF meetings SEND Coffee Morning Community Support Worker available 'Share afternoons' Art exhibitions SEND email address Transition meetings	In place and ongoing	SLT/SENCO	Time allocated	Parents/carers fully informed about progress engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils	Asthma/Epipen training Intimate care policy and trained staff Access to appropriate CPD Online resources for CPD shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. when required Seizure Management	In place and ongoing: Epipen Training Team Teach Regular visits from outside professionals	SLT / SENCO	Training time TA time allocated	Increased access to the curriculum. Needs of all learners met. Maintain records of staff trained.
Effective use of resources to increase access to the	Strategic deployment of support staff Purchase of appropriate equipment when necessary Use of ICT	In place and ongoing	SENCO/ SLT	Support staff funding, cost of equipment	Positive impact on pupil progress.

curriculum for all pupils					Barriers to learning are removed.
Adaptations to the curriculum to meet the needs of individual leaners	ELSA support, timetable adaptations Speech and language programmes Use of access arrangements for assessment/National tests	In place and ongoing	SENCO	Specialist equipment as listed	Needs of all learners met enabling positive outcomes.
Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	In place and ongoing	SMT	Maintenance costs	Physical accessibility of school increased.
Access into school and reception to be fully compliant	Access to Reception and front hatch clear for wheelchair users	In place	SMT	Cost of adaptions	Physical accessibility of school increased.
Improve signage to indicate access routes around school	Signs indicate disabled parking bay and wheelchair friendly routes around school	In place	SMT	Cost of signs	Disabled people aware of wheelchair access.
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	Ongoing	SMT	Cost included in ground`s Maintenance contract	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils.	Ongoing	SMT	Cost of any adjustments that need to be made	People with disabilities can move safely around the school.
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Availability of written material in alternative formats when required	Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate	In place and ongoing	Office/ SLT/ SENCO	Contact details and cost of translation / adaptation	Information to disabled pupils/parents as appropriate.

					Written information available in alternative formats.
All pupils can access visual resources in the classroom	Dyslexia friendly backgrounds are used on SMART Notebook presentations. Classrooms feature visual timetables to support children Dyslexia friendly fonts (Sasoon Primary Infant 16, and never italics) are used on presentations and displays	In place and ongoing	Class Teachers/teaching assistants	n/a	Staff are aware of the positive impacts that these adaptations make for certain pupils. Ongoing monitoring.
Pupils and parents are supported with communication with the school	Interpreter provided for support in meetings with parents with English as an additional language.	In place and ongoing	SENDCO/SLT	Cost of interpreter funded by the school	Interpreter has been contacted for upcoming meeting.