



Burnham on Crouch Primary School

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EQUALITY INFORMATION, EQUALITY OBJECTIVES AND ACCESSIBILITY PLAN

Autumn 2026 - Autumn 2028

Status	Statutory
Applies to	Pupils, staff, governors, parents/carers, volunteers, visitors and contractors
Approved by	Governing Body
Approval	Autumn 2026
Reviewed Annually	Autumn 2027
Formal review	Autumn 2028 (with annual publication/review of equality information and progress)

This document brings together the school's published equality information, equality objectives and Accessibility Plan.

1. Purpose and status

Burnham-on-Crouch Primary School is committed to providing an inclusive, safe and ambitious education in which every child and adult is valued, able to participate and able to flourish. This document sets out how the school meets its duties under equality and disability legislation, how it demonstrates due regard to the Public Sector Equality Duty (PSED), the equality priorities it will pursue during 2026-2028, and its plan for improving accessibility for disabled pupils.

The document replaces the school's previous 2024-2026 Equality Scheme and Accessibility Plan. It has been redesigned so that statutory duties, published equality information, measurable objectives, governance oversight and accessibility planning are clearly connected.

2. Our vision and commitment

Our vision is to ensure all children receive the very best education and experiences. We are a successful learning community where everyone is valued, enjoys coming to school and is given the chance to succeed and flourish both academically and as an individual. We are an aspirational and inclusive school. We recognise that equality does not always mean treating everybody in exactly the same way: equitable practice may require different support, reasonable adjustments or positive action to remove barriers and secure meaningful participation.

- Promote equality of opportunity throughout school life and the curriculum.
- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity by identifying and reducing disadvantage and barriers.
- Foster good relations, respect, belonging and understanding between people and groups.
- Make reasonable adjustments for disabled pupils, staff and other members of the school community where the law requires them.
- Challenge prejudice, discriminatory language, stereotypes and bias.
- Use evidence, pupil and parent voice, data and professional judgement to understand the impact of school decisions.

3. Legal and statutory framework

This document has been prepared with regard to the legal and statutory framework in force in England in Autumn 2026, including:

- Equality Act 2010, including Part 6 (education), section 149 (Public Sector Equality Duty) and Schedule 10 (accessibility planning).
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.
- Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years.
- Education Act 1996 and Education Act 2002, where relevant to school functions.
- Human Rights Act 1998.
- DfE maintained schools governance guidance and DfE requirements on information maintained schools must publish online.
- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, in force from 1 September 2026.
- Equality and Human Rights Commission (EHRC) technical guidance for schools in England and PSED guidance, taking account of current guidance and developments in law.

4. Protected characteristics and the school context

The Equality Act 2010 identifies the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The way particular provisions apply differs according to the school function concerned. For example, age is principally relevant to the school as an employer/service provider rather than as a characteristic protected in the same way for pupils, and marriage and civil partnership has a more limited application under the PSED.

The school will apply the statutory definitions in the Equality Act 2010 and will keep its practice under review as law and statutory guidance develop. School policies will not replace statutory terminology with non-statutory concepts where doing so could obscure the legal duties.

5. The Public Sector Equality Duty (PSED)

In exercising its functions, the school and governing body will have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a relevant protected characteristic and people who do not.
3. Foster good relations between people who share a relevant protected characteristic and people who do not.

Having 'due regard' is an active and continuing duty. Equality implications must be considered with sufficient information, before and at the time decisions are made, and kept under review. The school will therefore consider equality implications when developing or reviewing policies, allocating resources, changing provision, applying behaviour and attendance systems, organising the curriculum and enrichment, making staffing decisions, planning premises works and responding to the needs of individual pupils.

6. How we demonstrate due regard

- Analyse relevant attainment, progress, attendance, suspension, behaviour, participation and safeguarding information, where group sizes permit meaningful and confidential analysis.
- Consider the experiences and needs of pupils, families and staff, including through pupil voice, parent/carers engagement, staff feedback, SEND review processes and complaints/incident information.
- Consider equality implications when policies and significant decisions are developed, rather than only after implementation.
- Identify barriers or potential adverse impacts and consider proportionate steps to remove, reduce or mitigate them.
- Consider reasonable adjustments and anticipatory planning for disabled pupils.
- Record significant equality considerations in appropriate minutes, reports, risk assessments, policy reviews or decision records.
- Review the impact of decisions and adapt provision where evidence indicates that this is necessary.

7. Published equality information

The school will publish relevant and proportionate information demonstrating compliance with the PSED and will update that information at least annually. The information below describes the principal sources of evidence and practice used by the school. It should be read alongside the school's SEND Information Report, Pupil Premium Strategy, curriculum information, behaviour and attendance information and other statutory publications.

Race

- The school promotes respect for people from different racial, ethnic and cultural backgrounds and challenges racist language, stereotyping and prejudice.
- Prejudice-related and racist incidents are recorded, investigated and monitored; patterns and actions are reported to governors in an appropriate anonymised form.
- Curriculum and resources are reviewed to support authentic representation of diverse communities and perspectives.

Disability

- The school makes reasonable adjustments and plans proactively to reduce barriers for disabled pupils.
- SEND, medical, accessibility and transition arrangements are coordinated so that pupils can participate as fully as possible in curriculum, enrichment and wider school life.
- The school considers physical access, curriculum access, communication and access to information as distinct but connected aspects of accessibility.

Sex

- The school monitors relevant differences in outcomes and participation between boys and girls and avoids assuming that differences are explained by sex alone.
- Pupils are encouraged to participate in the full curriculum, leadership, sport, enrichment and wider opportunities without limiting stereotypes.

Religion or belief

- The curriculum, RE, assemblies/collective worship and wider experiences promote knowledge of, and respect for, different religions and beliefs.
- Reasonable and lawful consideration is given to religious observance and belief while maintaining the school's statutory responsibilities.

Sexual orientation and gender reassignment

- Bullying, harassment and discriminatory language related to sexual orientation or gender reassignment are challenged and addressed.
- Relationships Education is taught in accordance with the statutory guidance in force from September 2026, including respect for different families and the legal framework relating to protected characteristics.
- Where individual issues arise, the school will respond sensitively, safeguard pupils, follow the law and current statutory guidance, and seek appropriate advice where necessary.

Pregnancy and maternity; age; marriage and civil partnership

- The school applies its employment, safeguarding, health and safety and equality duties to staff and other adults, including appropriate risk assessment and non-discriminatory employment practice.
- The precise application of each protected characteristic depends on the school function concerned; the school will apply the statutory framework rather than assuming identical application in every context.

Socio-economic disadvantage

- Socio-economic disadvantage is not itself a protected characteristic under the Equality Act 2010, but it is an important school equality and inclusion consideration.
- The school monitors the experience and outcomes of disadvantaged pupils and uses Pupil Premium and wider provision to remove barriers to achievement, attendance, participation and wider opportunity.

8. Equality across school practice

Admissions, attendance, behaviour and suspensions

Policies and decisions will be fair, lawful and consistently applied. The school will consider whether a rule, practice or response may place pupils with a protected characteristic, particularly disability, at a particular disadvantage and whether reasonable adjustments or other lawful steps are required. Informal or discriminatory exclusion from provision is not acceptable.

Teaching, learning and curriculum

Curriculum planning, teaching, texts, examples and resources will promote high expectations, avoid stereotyping and provide pupils with opportunities to encounter diverse people, cultures, families, beliefs and experiences. Equality content will be age-appropriate, factually accurate and consistent with statutory curriculum guidance.

Enrichment and educational visits

The school will seek to ensure that disabled pupils and pupils from disadvantaged groups can participate in trips, clubs, sport, residential and wider opportunities, with reasonable adjustments and proportionate support considered at the planning stage.

Recruitment and employment

Recruitment, selection, professional development, performance management and employment decisions will be based on lawful and objective criteria. The school will make reasonable adjustments for disabled applicants and employees where required.

Procurement, visitors and contractors

People and organisations working with the school are expected to comply with the school's equality expectations. The school cannot delegate its PSED responsibility to an external provider.

Safeguarding and wellbeing

Equality and safeguarding are connected. Staff will remain alert to identity-based bullying, harassment, sexual harassment, harmful stereotypes, discriminatory abuse and barriers that may make it more difficult for some pupils to report concerns or access support.

9. Preventing and responding to discrimination and prejudice-related incidents

All staff are expected to challenge discriminatory behaviour and language appropriately, safeguard those affected, record and report incidents through the school's agreed systems, and ensure that follow-up action addresses both the individual incident and any wider pattern.

- Take immediate action to secure safety and stop the behaviour.
- Listen to and support the pupil or person affected.
- Establish the facts and consider safeguarding implications.
- Record the incident accurately, including the perceived discriminatory element.
- Respond to the pupil(s) responsible through the behaviour policy, education and restorative work where appropriate.
- Inform parents/carers where appropriate and lawful.
- Monitor for recurrence, retaliation or wider patterns.

- Report anonymised trends and significant issues to governors and use them to inform curriculum, staff training and school improvement.

10. Roles and responsibilities

The Governing Body

- Ensure the school complies with equality legislation and the PSED.
- Approve and monitor equality objectives and the Accessibility Plan.
- Receive information at least annually demonstrating PSED compliance and progress towards objectives.
- Ensure equality implications are considered in strategic decisions and policy approval.

The Headteacher and senior leaders

- Implement this document and embed equality in school improvement and operational decision-making.
- Ensure staff understand their responsibilities and receive appropriate training.
- Ensure reasonable adjustments and accessibility needs are identified and acted upon.
- Monitor relevant data, incidents, complaints and participation information and report to governors.
- Seek specialist or legal advice where equality duties are complex or contested.

All staff

- Promote equality, dignity and respectful relationships.
- Apply policies fairly while recognising when lawful differentiation or reasonable adjustment is needed.
- Challenge prejudice, discriminatory language and stereotyping.
- Report concerns and incidents and participate in relevant professional development.

11. Equality objectives 2026-2028

The governing body has adopted the following objectives for the 2026-2028 cycle. They are deliberately specific and measurable and will be reviewed at least annually. Although the legal minimum is to publish one or more objectives at least every four years, the school has chosen a two-year improvement cycle.

Objective	Why / equality link	Key actions	Measures / success criteria	Lead	Review
1. Strengthen representation and pupils' understanding of diversity across the curriculum.	Supports fostering good relations and reducing prejudice, particularly in a predominantly White British local context.	Annual curriculum/resource audit; subject leaders identify authentic representation; planned visitors/texts/experiences; pupil voice checks understanding.	By Autumn 2028, all subject audits evidence planned diverse representation; pupil voice shows pupils can discuss diversity respectfully and challenge stereotypes; prejudice-related trends inform curriculum response.	Curriculum Lead / Subject Leaders	Termly SLT; annual governor review
2. Reduce identified barriers to participation and outcomes for disabled pupils	Advances equality of opportunity and supports the duty to make reasonable adjustments.	Audit participation in clubs/trips/leadership; accessibility reviews for individual pupils; staff training; use pupil/parent	100% of disabled pupils have access needs considered for trips/enrichment;	SENDCo / SLT	Termly

Objective	Why / equality link	Key actions	Measures / success criteria	Lead	Review
and pupils with SEND.		voice; track attendance and participation.	identified participation gaps have an action; pupil/parent voice evidences improved access; no pupil is excluded from an opportunity because reasonable adjustments were not considered.		
3. Improve equitable access to wider opportunities for disadvantaged pupils.	Addresses socio-economic barriers which can interact with protected characteristics and school outcomes.	Track participation in clubs, trips, residential, sport and leadership; targeted invitation/support; use Pupil Premium where appropriate; review pupil voice.	Participation information shows disadvantaged pupils are represented across wider opportunities; identified gaps reduce year-on-year; barriers and actions are reported through Pupil Premium/governor monitoring.	PP Lead / SLT	Termly
4. Strengthen prevention, recording and learning from prejudice-related incidents.	Supports elimination of discrimination/harassment and fostering good relations.	Refresh staff training; consistent incident categories and recording; termly analysis; curriculum/assembly response to trends; governor reporting.	100% of reported prejudice-related incidents are recorded and followed up; termly trend analysis completed; repeat/pattern concerns generate documented action; staff confidence is checked through annual review.	Headteacher / Behaviour Lead	Termly

12. Accessibility Plan 2026-2028

Under Schedule 10 of the Equality Act 2010, the school must prepare and implement an Accessibility Plan. The plan is anticipatory and will be reviewed in light of the needs of current and prospective disabled pupils. It addresses the three statutory strands: increasing participation in the curriculum; improving the physical environment; and improving the availability of accessible information.

Strand / target	Actions	Success criteria	Timescale	Lead	Evidence / monitoring	Review
Curriculum: ensure disabled pupils can participate fully in teaching, enrichment, trips and residential.	Review individual access needs at admission/transition and before activities; use reasonable adjustments, adapted resources/equipment, specialist advice and staff training; include	Access needs are identified early; adjustments are documented and implemented; participation is maximised; pupil/parent feedback identifies no	Ongoing; termly review	SENDCo / teachers / EVC	One Planning/EHCP reviews; trip plans; participation data; pupil/parent voice	Termly

Strand / target	Actions	Success criteria	Timescale	Lead	Evidence / monitoring	Review
	accessibility in visit planning.	avoidable accessibility barrier.				
Curriculum: strengthen staff confidence in inclusive and accessible teaching.	Annual needs-led CPD on disability/SEND, reasonable adjustments, communication, sensory/physical access and inclusive classroom practice.	Staff can identify barriers and appropriate adjustments; learning walks and SEND monitoring show adjustments embedded in practice.	At least annually	SENDCo / SLT	CPD records; learning walks; staff feedback	Annual
Physical environment: maintain and improve safe access to buildings and grounds.	Termly premises/accessibility walk; review routes, ramps, thresholds, signage, lighting, acoustics, toilets, parking, classroom layout and emergency arrangements; act on individual specialist advice.	Identified barriers have proportionate actions and timescales; disabled pupils can access relevant areas safely; PEEPs/personal emergency arrangements are current where required.	Termly and when needs change	Site Manager / H&S Governor / SENDCo	Premises audit; H&S reports; PEEPs; specialist reports	Termly
Physical environment: accessibility considered in all refurbishment and capital works.	Include accessibility at design/specification stage; consult users/specialists where appropriate; consider future as well as current need.	No significant project proceeds without recorded consideration of accessibility; improvements increase independence and access.	At project planning stage	Headteacher / Governors / Site Manager	Project records; governor minutes	Per project
Information: provide information in accessible formats where reasonably required.	Ask families/pupils about communication needs; provide enlarged print, simplified/visual information, digital formats, alternative formats or other reasonable adjustments; ensure key website information is accessible.	Families and pupils who require alternative formats can access key information without unreasonable delay or disadvantage.	Ongoing	Headteacher / SENDCo / Office / Computing Lead	Requests and responses; website review; parent feedback	Annual
Information: improve accessibility of digital and written communication.	Use clear structure and readable formatting; review key documents/web content; ensure images/documents are accessible where practicable; consider assistive technology and communication	Key communications are increasingly accessible and individual communication plans are implemented consistently.	2026-2028	Computing Lead / SENDCo / Office	Website/document checks; individual plans	Annual

Strand / target	Actions	Success criteria	Timescale	Lead	Evidence / monitoring	Review
	systems for individual pupils.					

13. Equality impact in policy and decision-making

For significant policies, changes or decisions, leaders/governors should be able to evidence consideration of questions such as:

- Who may be affected and which protected characteristics are relevant?
- What evidence do we have about needs, experiences, participation or potential disadvantage?
- Could the proposal create or worsen a barrier, disadvantage or discriminatory effect?
- Are reasonable adjustments required for disabled people?
- What alternatives or mitigations have been considered?
- How does the decision advance equality of opportunity or foster good relations?
- How and when will impact be reviewed?

14. Monitoring, publication and review

- Relevant equality information demonstrating PSED compliance will be reviewed and published at least annually.
- Progress against the 2026-2028 equality objectives will be reviewed at least annually and reported to governors.
- The Accessibility Plan will be monitored throughout the period and updated when needs, premises, legislation or guidance change.
- The school website will make the current equality information/objectives and required SEND/accessibility information readily available.
- This document will receive a formal review by Autumn 2028. Earlier amendment will be made where changes in legislation, statutory guidance, case law or school circumstances require it.

15. Complaints and concerns

Concerns about discrimination, harassment, victimisation, accessibility or the implementation of this document should normally be raised promptly with the school so that they can be addressed. Complaints will be handled through the school's published complaints procedure, with safeguarding procedures used where appropriate. Nothing in the school's procedure removes any statutory right of complaint, appeal or legal remedy.

16. Related school documents

- SEND Information Report and SEND Policy
- Pupil Premium Strategy
- Behaviour Policy and Anti-Bullying arrangements
- Attendance Policy
- Safeguarding / Child Protection Policy
- Relationships and Health Education / RSE Policy
- Curriculum policies
- Supporting Pupils with Medical Conditions Policy
- Educational Visits Policy

- Admissions information
- Staff recruitment and employment policies
- Health and Safety and emergency evacuation arrangements
- Complaints Procedure

Appendix A - Annual equality review template

Area	Evidence reviewed	What the evidence tells us	Action / adjustment	Governor oversight
Attainment/progress				
Attendance				
Behaviour/suspensions				
Prejudice-related incidents				
SEND/disability access				
Enrichment/trips/clubs				
Curriculum representation				
Pupil/parent/staff voice				
Complaints				
Employment/workforce				

Appendix B - Key external references used for the 2026 review

- Equality Act 2010: guidance (GOV.UK), updated 22 May 2026.
- Maintained schools: governance guide - Public Sector Equality Duty section (DfE/GOV.UK).
- What maintained schools must or should publish online (DfE/GOV.UK).
- Public Sector Equality Duty: guidance for public authorities (GOV.UK).
- EHRC Technical guidance for schools in England (current guidance) and 2026 consultation draft, noting that the consultation material is not itself final statutory guidance.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective 1 September 2026.

Approved by the Governing Body: Aut26 under Chairs Action 30Sep26

Chair of Governors: Melissa Baker

Headteacher: Alex Russ