

Accessibility Plan

Including Single Equality Statement

Harrow Way Community School



1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including Hampshire Local Authority.

Our school's complaints procedure references the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plans

Current provision for students with travel/movement difficulty around the site:

- The Link or The Learning Resource Centre (LRC) are used as places of work. Teachers are informed and work provided from subjects. Attendance is then monitored correctly by those



supervising the room. Plans and agreements are confirmed with parents, the student and staff

- Risk assessments are completed on the individual students based on their medical situation
- Students can access ground floor lessons. Where lessons are on higher floors, teachers are requested to find suitable alternative locations in their areas, otherwise the Link or the LRC is used.

Changes already implemented to comply with previous accessibility plans

- Main front door has double opening doors to allow wheelchair access
- Ground floor access to a number of classrooms and the main Auditorium top tier in A block
- Ground floor access to a number of classrooms in B block
- Ground floor access to a number of classrooms in C block
- Ground floor access to dance studio
- Two marked disabled parking bays
- An accessible toilet is located in the Main reception area
- Our school uses a range of communication methods to ensure information is accessible.

Curriculum.

- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to ensure it meets the needs of all pupils.

Future intention is to investigate options for Improved accessibility to some areas of the school (particularly A and B blocks which have 3 floors and 2 floors).

4. Monitoring arrangements

This document will be reviewed every third year, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Individual Risk Assessment Plan

Health and Safety Policy

Equality Policy

Equality Plan

Special Educational Needs and Disability Policy



Single Equality Statement (SES)

Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Throughout this Statement, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

This Single Equality Statement sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations

in a holistic and proactive way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

The Statement is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

Information gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information. Some comparator detail is available from:

- *the Hampshire Local information and statistics website*
<https://www.hants.gov.uk/aboutthecouncil/informationandstats>
- *ISDR online – provides an opportunity to compare against national data*
- *Gov.uk – national School Workforce statistics data:*
<https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Central data on students is analysed and considered where it can be disaggregated by protected characteristic:

- | | |
|-------------------------------|---|
| • admissions | • participation in the student committees |
| • attendance | • take up of extracurricular activities |
| • achievement and progression | • other equality information such as |
| • rewards and sanctions | complaints and any recorded incidents of |
| • choice of option subjects | discrimination or bullying. |

Staff information in relation to the protected characteristics is collected via the following channels:

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|---------------------------------|----------------------------------|
| • Staff Recruitment & Retention | • Leavers |
| • CPD | • Staff Exit Surveys |
| • Promotion | • Workforce Representation |
| • Discipline & Grievance, | • Rates of Return from Maternity |
| • Gender Pay Gap | Leave. |

Qualitative information indicative of commitment to our equalities duties:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- notes of Student Committees providing their views on equality issues
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken
- notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- A sustained focus on eradicating bullying through our anti-bullying charter and recognising and rewarding initiatives that reduce the likelihood of bullying



- A thread of tolerance and understanding is present through the curriculum via our school values; Be Kind, Be Resilient, Have Integrity, Be respectful, Be aspirational. Specific themes are delivered through the tutor time programme, discrete PSHE, Citizenship, Religious Studies and the assembly programme.

The most recent information collected by the school will be available on the school website and updated on a regular basis. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

Using equality information

Government directive is that any employer with 250 or more employees on a specific date each year (the 'snapshot date') must report their gender pay gap data.

If you have to report, you must report and publish your gender pay gap information within a year of your snapshot date. The snapshot date is 31 March for most public authority employers, and 5 April for everybody else.

The data for Harrow Way Community School as at 1st November 2025 indicates that there are 118 employees in school, if we were to include casual employees the overall numbers would still be below the above threshold for reporting.

We use the information collected to

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action.

Current information shows:

Staff Breakdown (as at 01 November 2025)

Information	Evidence & Commentary
Gender of Workforce	<i>74.58% (88 staff) of our workforce is female and 25.42% (30 staff) male. We have fewer men within our employment than the average.</i>
Race distribution	<i>91.52% of our total workforce are White British, with the remaining coming from a number of different ethnic backgrounds. This is reflective of our recent recruitment of non-UK workers to teaching roles and is a similar representation of our local demographics of student population.</i>
Applications	<i>Approximately 90% of our applications are female.</i>
Age Breakdown	<i>0% are aged under 20 12.71% are aged between 20 – 29 26.27% are aged between 30 – 39 28.82% are aged between 40 – 49 25.42% are aged between 50 – 59</i>



	5.93% are aged between 60 - 69 0.85% are aged over 70
Leavers	Of the 18 leavers in the year 1 st November 2024 to 31 st October 2025, 15 have been female. This is within norms and understandable given the gender representation of the workforce.
Sexual Orientation	Data in respect of sexual orientation is requested when a job application is made via the Equalities Monitoring Form, however this information is not currently analysed for reporting purposes.

Distribution of gender of staff based on their hourly rate

Salaries taken 1st November 2025

Distribution of salary	Female	Male
1st Quartile (Bottom 25%)	86.21	13.79
2nd Quartile (26%-50%)	79.31	20.69
3rd Quartile (51- 75%)	78.12	21.88
4th Quartile (Top 25%)	53.57	46.43

- There are slightly more female teachers in the top 25%. There is a closer split gap in this range which includes, senior leaders, lead practitioners and some middle leaders.
- Female staff still make up the majority of the 1st quartile and this is influenced by the makeup of the workforce, predominantly support staff. These staff tend to be on lower paid grades.
- As a Hampshire maintained school, each support role is aligned to a role profile, and therefore aligned to a pay grade. Teachers are also on either the Unqualified Range, Main Pay Range, Upper Pay Range, Lead Practitioner Range or Leadership Range. Staff can only move 1 (or very occasionally 2) steps on the appropriate range, which gives very little scope for major changes.

Involvement of staff, pupils, and parents

a) Developing our Statement

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Statement. We have strived to involve the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address.

In developing our Statement, we have involved staff, pupils, parents and others in the following ways:

- Focus Groups;
- Questionnaires;
- Involvement of the Student Committees;
- Staff, Student and Parent Surveys;
- Contact with parents;



- Contact with local community and disability organisations.

b) Ongoing involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so e.g. reasonable adjustments and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

In order to ensure that all stakeholders are involved in improving practice, equalities duties are raised through;

- House Council (e.g. discussion of anti-bullying policy)
- School Self Evaluation (March to May each year)
- Staff wellbeing questionnaire and wellbeing group activity
- Parent questionnaires
- Parent Forum meetings

Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objective(s), using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body

We will formally review, evaluate and revise this Single Equality Statement and our objective(s) every four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are:

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| • Admissions | • Equalities |
| • Appraisal | • Fitness & Suitability to Work |
| • Attendance | • Grievance |
| • Anti – Bullying | • Lockdown |
| • Capability | • Medical |
| • Collective Worship | • Mental Health & Well Being |
| • Complaints | • Pay |
| • Disciplinary | |



- Protected Disclosures (Whistleblowing)
- Pupil Premium Statement
- Recruitment
- SEND
- Sickness Absence

Roles and responsibilities

The governing body will:

- monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the objectives to be published every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic

The Headteacher will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the Statement and objectives
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement

The senior leadership team will:

- drive forward implementation of the Statement and action to achieve the objective(s)
- support staff to carry out their role in implementing this Statement
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimisation

All staff will:

- recognise that they have a role and responsibility in their day-to-day work to
- eliminate discrimination, advance equality and foster good relations
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- respond appropriately to incidents of discrimination and harassment and report these



- respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same.
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

Harrow Way Community School Equality Objectives 2025 - 2029

Harrow Way Community School will promote equal opportunity and will not tolerate inequality in any area of the school's life or work. All students will be treated equally and be given equal access to the curriculum and life of the school. All staff will be treated fairly and respectfully and will be given equal opportunity to progress and develop.

Our intention is to develop an ethos where all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning.

Under the Equality Act 2010, we welcome our general duty to:

- **Eliminate unlawful discrimination, harassment, victimisation**, and other prohibited conduct under the Equality Act 2010. Our school has policies, which are followed to ensure equality across different groups.
- **Advance equality of opportunity** between people who share a protected characteristic and have an equal opportunity to those who do not. We will ensure that our services and communications are accessible to all. We will monitor the impact of any activities to support equality of opportunity.
- **Foster good relations** between people who share a protected characteristic and those who do not, building an inclusive environment.
- **Equality objectives** are set which are specific and measurable. We will publish these and review them every four years.

Our Equality Objectives

- **To narrow the attainment gap:** To reduce gaps in academic achievement between boys and girls, students eligible for free-school meals, students with special educational needs and disabilities (SEND), and students from different heritage groups.
- **To promote cultural understanding:** To increase understanding of equality and diversity through direct teaching, to celebrate cultural diversity, and to promote spiritual, moral, social, and cultural development.
- **To ensure accessibility:** To make extracurricular activities, school visits, and curriculum materials accessible to all current students, including those with disabilities, by planning and removing barriers to their engagement.
- **To eliminate prejudice and discrimination:** To reduce and eliminate prejudice-based bullying and incidents related to protected characteristics, and to reduce the use of sexist, racist, or homophobic language.



- **To improve support and provision:** To provide targeted support for vulnerable learners, to ensure staff are trained on equality issues and bespoke support measures, and to use data to identify and address inequalities.
- **To foster a positive environment:** To create an inclusive environment that welcomes, protects, and respects diverse individuals and promotes a shared sense of belonging
- **To recruit staff fairly:** To recruit new staff based on skills matching. We will not disadvantage anyone with protected characteristics. We commit to disability equality and a guaranteed interview for job applicants with a disability who meet the essential criteria.

Committee Responsible for Review:	PPD
Ratified by Governing Body:	27/11/2025
Date of next Review due by:	November 2028