



Pownall Hall School

Equal Opportunities, Accessibility and Inclusion Policy

This is a whole school policy; it refers to and includes EYFS, after school care and holiday clubs held on our premises.

1. INTRODUCTION

Promoting equal opportunities is fundamental to the aims and ethos of Pownall Hall School. We welcome applications from pupils, their parents and staff with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We aim to provide a comfortable and welcoming atmosphere where every individual feels valued and can flourish.

We are committed to equal treatment for all pupils in the school, regardless of their race, ethnicity, religion, sexual orientation, disability, learning difficulty, body image or social background. We believe that the educational experience is enriched when children are exposed to as wide a range of cultural experiences as possible whilst they are developing. The school will not discriminate against children or adults on grounds of race, ethnicity, sexual orientation, religious beliefs, social background or, where practicable, learning difficulty or disability - in line with our admission and accessibility procedures.

Bursaries are available on application, in order to make it possible for children who meet the school's admission criteria to attend the school. Details of our provision for bursaries can be obtained from the Business Manager's office.

2. CODE OF CONDUCT

The Headmaster, the Senior Management Team and staff, play an active role and set examples to others in following and monitoring the implementation of our policy on equal opportunities. Use is made of Assemblies, PSHE, RE, Drama, English and other lessons to:

- promote tolerance of each other and respect for each other's position within our school community.
- promote positive images and role models to avoid prejudice and raise awareness of related issues.
- promote British Values
- foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures and circumstances.
- help pupils understand why the school will deal with any incidents promptly and in a sensitive manner.

Harassment and bullying of all forms are unacceptable at Pownall Hall School. Please see the Anti-Bullying Policy (AC005 Nov) for further information.

We recognise that a successful equal opportunities policy requires strong and positive support from pupils, parents, carers, guardians and all staff, together with their full acceptance of the school's ethos of tolerance and respect. We try to achieve this by creating good relationships within the school and with the parent body.

Throughout the whole school community at Pownall Hall, we explicitly promote respect for all protected characteristics as defined by the Equality Act 2010 (as amended):

- Disability
- Age
- Gender Reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Sex
- Religion or Belief
- Sexual Orientation

3. ENGLISH AS AN ADDITIONAL LANGUAGE

The school welcomes applications for places from pupils who have English as an additional language. They will need to complete a suite of assessments and be able to understand simple visual instructions. We would then aim to build on this language knowledge and give them the confidence to develop academically and their oral and written skills in English.

4. REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM

Although Pownall Hall School has a Christian ethos, we do not select for entry based on religious belief, and we welcome pupils of all faiths and offer the opportunity for them to practise their own faiths. However, parents should be aware that all pupils at Pownall Hall School are required to wear our uniform. The Headmaster will consider written requests from parents for variations in the uniform that are consistent with the school's policy on Welfare Health & Safety. The Headmaster will arrange to meet with the parents to discuss the implications of such a request.

5. ACCESSIBILITY

5.1 Standards for admission and remaining at the school

Admission to the school depends upon our selection process and a prospective pupil meeting the criteria required to benefit from our balanced and well-rounded education and make a positive contribution towards the life of the school. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school. (Please see AD007 Admissions Policy May) for further information on the selection process.)

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

The school asks parents to disclose any known disabilities in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

5.2 Increasing access for disabled people to the school curriculum

To increase access, the school considers staff deployment, timetabling, curriculum options and staff information and training. Members of staff are regularly updated on a pupil's progress during specific curriculum meetings and general staff meetings. (Ref SEND Policy AC008 Nov)

5.3 Improving access to the physical environment of schools

The school assures access as far as is reasonable to all buildings. The full curriculum can largely be accessed within the school, on the ground floor but where necessary reasonable adjustments can be made. There are portable ramps available for those buildings where no permanent ramp is installed. The areas of the school which are open to the public, such as the Theatre, Dining Hall and Sports Hall all have ramps for disabled and wheelchair access. A disabled toilet, with washing facility, is available for easy access in the building adjacent to the Theatre, Main Hall and Dining hall.

The school caters for the needs of individual pupils and provides physical aids to access education where appropriate and if reasonably possible. The Learning Support Department has its own budget for resources.

5.4 Improving the delivery of written information to disabled pupils

The school will provide information to all pupils, wherever reasonably possible. This may include timetables, information handouts and notices regarding school events. The school recognises its responsibility to pupils who are severely hearing or visually impaired and will endeavour to make appropriate provision for a child in these circumstances.

5.5 Accessibility Planning

An accessibility action plan will be implemented should a pupil with disabilities not already catered to join the school. The following procedure will be followed:

- Set up a planning group (Health and Safety Committee), to consist of members of the senior management team and governing body, consultation with parents of the child with the disability and, if appropriate, a qualified medical professional
- Carry out an audit of how the school's activities comply with the longer-term access requirements to make the school more accessible to disabled pupils. (Refer to The regulations associated with the Children and Families Act 2014)
- Draw up a list of necessary adaptations and classify short-, medium- and long-term priorities. Instigate monitoring and review procedures
- Allocate resources for implementation.

5.6 EYFS and Out of School Care

This whole school policy applies to EYFS and Out of School care groups. Pownall Hall EYFS setting has effective systems in place to promote equal opportunities, include every child and ensure that the individual child's needs are met. (Please refer to policies for EYFS, Equal Opportunities, Inclusion and SEND)

6. INCLUSION

Our school aims to be an inclusive school as per the Equal Opportunity Act 2010 which legally protects people from discrimination in the workplace. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- children with special educational needs
- gifted and talented children
- any children who are at risk of disaffection or exclusion.
- any children with physical disabilities

6.1 Curriculum

We plan a curriculum that meets:

- the specific needs of individuals and groups of children,
- the requirements of the National Curriculum
- the requirements of the 11+ Entrance Examinations to local senior schools, with an accelerated English and Maths programme of study, in preparation for the demanding 11+ curriculum.

We do this through:

- setting suitable learning challenges.
- responding to children's diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- providing extracurricular opportunities outside the school curriculum to meet the needs of individuals or groups of children.
- having continuous high expectations of all pupils in all subjects.

6.2 Teaching and learning style - (See also the school policies on learning support and equal opportunities)

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers consider the abilities of all of the children and results of previous assessments in order to ensure that each child has the opportunity to progress.

When the attainment of a child falls significantly below the expected level, the teacher will liaise with the SEND department, Head of Academics, teaching staff and the child's parents to discuss progress, support and interventions that can be offered to ensure your child is accessing the curriculum at Pownall. If, after making all reasonable adjustments and exhausting all appropriate strategies, the school environment is not suitable, the school may, following consultation with the parents, require them to withdraw the pupil from the school. The fees in lieu of notice will not be charged in such circumstances and the deposit will be credited to the account.

The curriculum at Pownall is designed to accelerate progress and ensure high expectations and challenge in all areas of the curriculum.

- Teachers ensure that children:
- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- are taught in ways that promote and enhance their self-esteem.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience that allows for a range of different learning styles.
- have targets to set challenging, yet achievable goals to improve their performance.
- are encouraged to participate fully, regardless of disabilities or medical needs.

6.3 Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We endeavour to ensure that we take the abilities, circumstances and needs of all our children into account when planning their learning.

7. COMPLAINTS

We hope that it will not be necessary, but should anyone have any complaints about the operation of our equal opportunities policy, the School's complaints procedure is on our website and is available from the school office upon request.

Monitoring and Review

This policy is monitored regularly by the Senior Leadership Team and is reviewed at least every two years. As part of that process, we invite all parents who accept places at the school to complete an anonymous ethnic monitoring form. The form uses the same ethnic categories as the Government uses in the national census. When the completed forms arrive at the school, they are separated from any other material that might identify the individual child. The data is logged onto a computer spreadsheet by year of entry. The individual forms are then shredded.

Under no circumstances would we link our ethnic monitoring data with our pupil records. We hope that all parents will feel able to participate in the ethnic monitoring scheme.

Presented to Governors for approval

April 2026

Signed:

Mrs Eileen MacAulay, Chair of Governors

April 2026

Revision Log

Date	Changes Made	Version No
Oct 2009	Created	V1
Jan 2010	Reviewed & updated	V1.1
April 2010	Reviewed & updated	V1.2
Dec 2010	Reviewed & updated	V2
Jan 2011	Reviewed & updated	V2.2
May 2012	Reviewed & updated	V3
May 2013	Reviewed & updated	V4
May 2014	Reviewed & updated	V5
Feb 2015	Reviewed & updated	V6
Feb 2016	Reviewed & updated	V7
Feb 2017	Reviewed & updated	V8
Feb 2018	Reviewed & updated	V9
Feb 2019	Reviewed & updated	V10
Feb 2020	Reviewed & updated	V11
Feb 2021	Reviewed & updated	V12
May 2022	Reviewed & updated	V13
May 2023	Reviewed & updated	V14
May 2024	Reviewed & updated	V15
April 2025	Reviewed - Section 2 - added list of protected characteristics	V16
April 2026	REviewed - updated spelling error	V17

Next Review: April 2027

Ref: Equal Opportunity Act 2010 (as amended)