



Equality

Policy, Equality Objectives

& Accessibility Plan

This is a working document which will be monitored and reviewed annually.

Adopted: August 2022

Review date: August 2026

Second Review Date: August 2023

Third Review Date: July 2024

Fourth Review: July 2025

Fifth Review Date:

Equality Action Plan

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1. Policy statement

- In accordance with our school values we will ensure:
 1. equal human rights are respected for all;
 2. our pupils are educated regarding equality;
- We will assess our current school practices and implement all necessary resulting actions in relation to age (as an employer – but not applicable to pupils), disability, sex, gender reassignment, race, pregnancy and maternity, religion or belief and sexual orientation.

2. Statutory requirements

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010.

3. Responsibilities

The Proprietors are responsible for:

- making sure the school complies with the relevant equality legislation;
- monitoring progress towards the equality objectives and reporting annually.

The above are delegated to the Head teacher. Along with the following responsibilities:

- drawing up, publishing and implementing the school's equality objectives;
- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality plans are readily available and that the proprietors, staff, pupils, and their parents/carer are aware of them;
- producing regular information for staff and proprietors about the plans and how they are progressing;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including

- prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents and reporting any concerns;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Lindsay Taylor (Head teacher) and Sarah Hill (DSL) are responsible overall for monitoring the recording of prejudice-related incidents.

Equality Action Plan and Objectives

Objectives	Actions/ strategies (include the groups(s) most likely affected)	Who is responsible? (including timescales)	Success Criteria/outcomes	Implementation/ Impact/ monitoring/ review
<p>To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to the nine protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation.</p>	<p>All of the children attending Lake Haven have an EHCP ASC and Anxiety.</p> <ul style="list-style-type: none"> Increase opportunities for SMSC exposure and understanding Challenge of stereotypes in a respectful manner to educate and develop knowledge and understanding of equality Termly monitoring of SMSC Links to local and wider community 	<p>LT(HT) All staff Ongoing</p>	<ul style="list-style-type: none"> BV display s with real-life links to Lake Haven school life School council established and actively promoting the 'voice' of the children. Enriching curriculum which exposes children to a broad and balanced SMSC range and challenges any learnt or misinformed stereotypes Increased links to local and wider Community Everyone's Welcome assembly delivered weekly to cover all areas of the protected 	

			<p>characteristics</p> <ul style="list-style-type: none"> ● SCARF and JIGSAW PSHE Material delivered weekly 	
<p>To ensure that anyone that can access the GCSE examinations will be supported in their development and achievement in this task</p>	<p>All of the children attending Lake Haven have an EHCP ASC and Anxiety.</p> <p>All children to be provided with a qualified teacher who will be able to deliver the course material</p> <p>All arrangements needed for the children to access the examinations to be in place</p>	<p>LT - Head of School</p> <p>AM - Head of Exam Centre</p> <p>TC - Exam Officer</p> <p>All staff - to ensure the correct delivery of the course material</p>	<p>All documentation as per the JCQ in place to enable our students to access the examinations</p> <p>LT to apply for the exam centre status December 2025 - Achieved April 2025</p>	
<p>To promote self-respect in terms of keeping safe within the school and social settings.</p>	<p>All of the children attending Lake Haven have an EHCP ASC and Anxiety.</p> <p>Some children have free access to online gaming and social media.</p> <ul style="list-style-type: none"> ● Embedded e-safety curriculum implemented ● E-safety lead trained member of staff ● PSHE material ● Filtering and Monitoring plans and policies in place as per KCSIE 2025 ● School rules: Be Calm, Be Respectful, Be Safe ● RE Scheme of work to ensure the children are introduced to the wider world of culture. 	<p>LT (HT)</p> <p>All staff</p> <p>(ongoing)</p>	<ul style="list-style-type: none"> ● Prescriptive E-safety curriculum ● E-safety training for staff and parents ● Audit of E-safety knowledge and understanding of children ● High regard given to E-safety across school ● Bespoke learning provision created for those children with complex needs unable to access classrooms. 	

<p>To promote extracurricular activities for all children to develop their social skills.</p>	<p>All of the children attending Lake Haven have an EHCP ASC and Anxiety.</p> <p>The majority of the children who attend struggle to access out of school activities.</p> <ul style="list-style-type: none"> ● Promote more opportunities for extra- curricular, social activities after and outside of school <p>Cultural Capital across all subjects</p>	<p>LT (HT)</p> <p>All staff</p> <p>(ongoing)</p>	<ul style="list-style-type: none"> ● DC to work with PE links in community to facilitate extra-curricular sporting activities outside of the school locality ● LT to promote The Local Offer for parents/carers to enable them to explore extra-curricular activities ● Opportunities for every child to access peripatetic instrument lessons, swimming lessons & horse-riding 	
<p>To promote staff wellbeing across school, acknowledging the impact of the role on resilience.</p>	<p>Due to the additional needs of the children attending the school, staff could be susceptible to compassion fatigue, burnout or secondary trauma.</p> <ul style="list-style-type: none"> ● Promote staff well-being and resilience ● Deliver training regarding mental health 	<p>LT (HT)</p> <p>All staff</p> <p>(ongoing)</p>	<p>Deliver training with regards mental health, secondary trauma and resilience</p> <ul style="list-style-type: none"> ● Promote well-being exercises and activities to develop and maintain levels of resilience ● Implement therapy for those staff exposed to potential secondary trauma 	

Accessibility Plan

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Lake Haven has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 4th July 2025

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

The school's special educational needs policy, SEN information report, Local Offer and publication of equality information can be found/accessed on the school's website: www.lakehavenschool.co.uk or at the school office.

Physical Access			
Item	Activity	Timescale	Cost £

Curriculum Access			
Item	Activity	Timescale	Cost £

Written Access			
Item	Activity	Timescale	Cost £