

OXFORD GROVE **EQUALITY SCHEME**



Reviewed by the Governing Board on 17th September 2026

Councillor Linda Thomas
(CHAIR OF GOVERNORS)

Miss Nadine Harvey
(HEADTEACHER)
DATE FOR REVIEW July 2029

Overarching statement

- In accordance with our Governing Board aims; we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- We will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation.
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed.
- producing regular information for staff and governors about the plans and how they are working.
- 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 all forms of prejudice based bullying.

All staff are responsible for:

- dealing with any form of prejudice based incidents.
- being able to recognise and tackle bias and stereotyping.
- promoting equal opportunities and good race relations.
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- keeping up to date with the law on discrimination.
- taking up training and learning opportunities.
- The Head teacher is responsible overall for dealing with reports of prejudiced-based incidents

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Statutory requirements

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Bolton LA procedure for recording incidents involving pupils in schools.

Equality Plan 2026-2029

Introduction

This plan sets out how Oxford Grove Primary School will work to promote race equality.

Impact Assessment

In regard to the general duty under the Equality Act 2010 the SLT and Governing Board regularly review and monitor procedures and policies, including the 2026-29 Equality Plan. This plan addresses our specific duties under the Equality Act 2010 and forms part of our general Equality Scheme and also relates to the Bolton Council procedure for reporting racist incidents involving pupils in schools.

Action Plan to address the General Duty to promote race equality

Target	Actions /Timescale	Responsibility	Resources	Success measures/Monitoring
Inform school community of the existence of the Equality Plan	Publicise on school web page. Whole School Training day agenda item and place updated staff copy in staff policy file	D.H.T. Inset Chair of Governors	Inset Training Day every year Autumn term 1 2027,89,29	Sample of new parents questioned that they have seen information and it is translated on the web page. Evidence of new plan on the school website when checked and approved by Full G.B.17.09.26
Ensure all new staff and volunteers are aware of the procedures for recording and reporting racial incidents	Part of the Induction procedure for new staff. DHT & Business Manager to ensure that information regarding reporting racial incidents is added to the induction pack for all new staff and visitors	D.H.T. Business manager	Ongoing completion as and when new staff start at the school	Understanding by staff and volunteers of what constitutes a racist incident, and how to act in the event of one occurring in school. Evidence of procedures updated plan in the induction pack for new starters and staff made aware who to report incidents to and that incidents are reported half termly to the LA by the School Business Manager. Reports of racial incidents noted termly in the HT report to the full governing board.
Continue to develop links with local authority and school to school support to further deepen understanding of racial diversity and inclusion	Inclusion award- Center of Excellence renewed annually Head teacher lead for inclusion for Bolton LA EYFS Lead for Bolton Cluster .	Head teacher AHT Class teachers	Half termly inclusion See planning Matrix for inclusion and EYFS	Minutes from inclusion and engagement termly- see LA reports. HT also part of IYFA panel from September 2023- half termly supporting LA with hard to place children. EYFS lead see LA minutes- termly.
Promote good relations between different ethnic groups both within school and the wider community	Promote collaborative learning throughout the school and encourage working in mixed gender race and ability groups Externally supported through our enhanced community cohesion with ACIS and Bolton LA through the school links project	Liz Thompson- Senior Teacher Subject Leaders	release to attend community cohesion school links projects	Monitoring of curriculum provision through planning scrutiny, pupil interviews and lesson observation to ensure equality. Ongoing- see whole school events and monitoring framework updated termly. School Links project - Overseen by Mrs Thompson evidence available on the school webdite
Continue to provide opportunities for children to visit places of importance in multicultural society	Continue to plan trips to church, mosques, synagogues relevant to curricular theme studying.	AHT Events co- ordinator and R.E. subject leader	Time and visit cost- see cultural capital expenditure report and RE action plans each year.	RE Subject Leader to monitor through the termly. RE link governor to report on the impact of visits and curriculum to the termly curriculum committee- see events plan. .
Celebrate the different cultures within school	Assemblies, curriculum, parties (e.g. Christmas, Eid Diwali etc)	SLT /PSHRE lead	Time Mrs Thompson additional release to complete school newsletter at least termly.	Head Teacher's demonstrates evidence through newsletters and whole class blogs monitored weekly with half termly newsletters published.

Introduction

This plan sets out how the Governing Board of Oxford Grove Primary School will work to promote equality. A person is 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 carry out normal day to day activities.

This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme. The school has had an Accessibility Plan since 2012 and since that date the school and LA have completed the following work:

- Had a school expansion to the two form entry which includes wheelchair access on a ground level site.
- Adaptations have included a sensory room
- Facilities include three disabled toilets.
- Ramp added to all entrance points from the playground into school for ease of access for all wheelchair users.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

1. Ethos and Values:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Board. The review process at Oxford Grove has been delegated to the Finance and Premises sub-committee of the Governing Board.

At Oxford Grove Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Oxford Grove Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Oxford Grove Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Oxford Grove Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -
 - Increase **access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied 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 schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Oxford Grove Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following Oxford Grove Primary School policies, strategies and documents:

- Asset Management Plan
- Positive Behaviour and Discipline Policy
- Curriculum Policy
- Disaster Plan
- Equality Plan
- School Prospectus
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be monitored through the Governor Finance and Premises Committees.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

Our objectives are detailed in the Action Plan below

Current Practice

We aim to ask about any disability or health condition in our early communications with new parents/ carers through home visits supported by our bilingual support staff. Any new parents /carers of children within the school, will be supported to complete a new starter pack in which they can share information regarding their child's disability and/or medical needs. Our Safeguarding and Wellbeing Officer, in liaison with the school SENCo, will meet parents to plan necessary adaptations or actions to enable full access to the curriculum and wider school life.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are parts of the school where physical features of the school environment hamper access to the whole life of the school.

Curriculum

There are areas of the curriculum to which disabled pupils could have limited access if the necessary adaptations were not put in place. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, all curriculum provision for pupils with a visual impairment.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents/carers and staff.

Action Plan

The Action plan details:

- Targets
- Actions
- Timescale
- Resources
- Responsibility
- Success measures/Monitoring

Access Audit

The school is a single storey building with wide corridors and several access points from outside. Many of our school staff are trained in the operation of the “Hoist”. Training is reviewed annually.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a push button electrically operated external door and a low reception hatch, both being fully accessible to wheelchair users. There are disabled toilet facilities available in Foundation Stage, Key Stage 1 and Key Stage 2 areas of the school. We also have a gender-neutral toilet located in the main building.

The school has internal emergency signage and escape routes are clearly marked; this includes signage which indicates which escape routes are appropriate for wheelchair users.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

To increase the extent to which those children with a disability pupil, and those with identified barriers to learning can participate in the school curriculum.

Target	Action	Timescale	Resources	Responsibility	Success measures/Monitoring
By 31 July 2027, all subject leaders will produce and implement subject specific action plans that embed three adaptive learning strategies for those who are disadvantaged and those with a disability, SEND/EAL and those known or previously known to children's social care; termly monitoring will show these strategies in practice across at least 90% of lessons sampled and targeted groups will make at least expected progress toward end of year targets.	Subject leaders produce a specific section within their subject leader action plans dedicated to the implementation of clear adaptations with measurable percentage outcomes specific to year group end points.	30th Sept 2026.	External PL: £5,000 — to fund 2 external consultants/training days, staff meeting sessions and follow up coaching (covers supply and consultant fees). Expected outcome: improved teacher practice evidence through school development Plan and subject specific action plans. Curriculum resource allocations: English/Maths £15,000 — targeted resources, mastery materials and staff release for moderation; Music £45,000 — purchase of inclusive instruments and CPD to ensure access; SEND £23,000 — targeted TA time, resources and assessment tools (subject leaders to spend allocation by 30 Oct 2026 to deliver and the expected measurable outcomes)	Subject leaders Link Curriculum Governors	Implementation: By 30 Oct 2026, 100% of subject leaders have written, reviewed and shared their action plans with link governors. Evidence: documented through curriculum committee minutes. Reviewed: March 27 and July 27. Classroom practice: Termly monitoring shows 90%+ of sampled lessons include clear evidence of the effective use of adaptive strategies detailed within the school's Exceptional Teaching and Learning Approach. Evidence: monitoring records. Reviewed: termly. Pupil outcomes: By 18 July 2027, identified cohorts (SEND/EAL/disadvantaged/known to social care) make at least 1-2 stage jumps termly progress (or 4 stage jumps over the year) in core subject trackers compared with baseline 30 Sept 2026. Evidence: Bromcom tracker, PPM minutes. Reviewed: termly. Staff confidence: By 30 Nov 2026, 90% of staff completing PL report increased confidence (survey) in adapting lessons. Evidence: Survey outcomes. Reviewed: termly
	Provide 6 targeted PL staff meeting sessions for ECTs/new staff + 2 inset training days for all teachers on adaptive practice and Strong Foundations pedagogy	30th Nov 2026		DHT SENCo/ Deputy SENCo/HT.	
	Implement termly monitoring cycle: planning check, book/work scrutiny, two learning walks and a pupil voice sample per subject each term.	First cycle: Autumn 2026		Subject leader / SLT.	
	Use termly Pupil Progress Meetings to identify at risk pupils and agree adaptive interventions; track impact in termly subject specific trackers.	Ongoing termly		Class teacher / Phase lead / SENCo.	

To improve the physical environment of the school in order to maintain access for all stakeholders.

Target	Action	Timescale	Resources	Responsibility	Success measures/Monitoring
By 31 August 2028 install an agreed design focused on increased accessibility for physical development in the EY outdoor provision.	Establish project group and user consultation EY staff and representative pupils (including those with mobility/sensory needs). Capture needs, preferences and barrier map.	15 Dec 2027	staff time (in school).	EYFS leader & SENCo. Governors: Link governor (SEND).	Completion: Physical installation certified complete by 31 Aug 2028 with receipts and before/after photos uploaded to the Accessibility Action Log. Evidence: project sign off document.
	Produce brief and obtain three design proposals - develop a short design brief (requirements: step free routes, sensory zones, shaded areas, raised planters, accessible structure, safe surfacing, handrails, clear signage, storage access) and invite 3 suppliers/landscape designers to quote.	Jan–Mar 2028	Brief drafting minimal; design fees (estimate) £1,000–£2,500. Deadline: 31 Mar 2028.	Project group / HT.	Participation: Within the first term (by Dec 2028), 100% of EY pupils (including identified children with a disability, SEND/EAL pupils) access the outdoor provision as recorded as physical development on the weekly planner. Evidence: EY weekly planning.
	Costed option appraisal & governor approval Activity: evaluate proposals against accessibility, curriculum benefit, maintenance and cost; present preferred option and funding plan to governors for ratification. (New spending plan, Finance and Full Governing Board meetings)	April 2028	Programmed work £30k; Capital cost £15k-20k. Deadline:	Head teacher / Business Manager / Project group.	Access barriers removed: Pre project audit identified top 5 physical barriers; post project audit shows 100% of those barriers mitigated (e.g. step free access created, safe surfacing installed). Evidence: barrier checklist signed by Site Manager/SENCo.
	Build & install- schedule works in phases to minimise disruption; complete surfacing, ramps, sensory panels, and inclusive play equipment; install signage and PEEPs for transition.	31 Aug 2028.	Cost as per approved quote.	Site Manager / Contractor / HT	Curriculum impact (Strong Foundations): By July 2029, at least 90% of all pupils identified with physical development secure 2 steps of progress on the school's EY physical development tracker compared with baseline taken Sept 2028. Evidence: EY tracker data; group progress report.
	Accessibility evaluation & adjustments- 3 month post installation audit pupils/staff and contractor; log any minor adjustments or repairs; update maintenance plan and budgets.	31 Dec 2028.	Minor adjustments budget £5000.	SENCo / EYFS leader.	Staff confidence & practice: By Dec 2028, 100% of EY staff are confident in teaching pupils in the outdoor area to utilise the outdoor environment to promote a good level of development. Evidence: termly lesson observation evidence (whole school monitoring matrix), updated PEEPs and risk assessments for pupils using the area.

Improve the delivery of information to pupils and parents

Target	Action	Timescale	Resources	Responsibility	Success measures/Monitoring
By 31 December 2027, provide our New Starter Pack in alternative formats on request for the top five community languages and large print versions/audio file; ensure the Accessibility Plan summary on the website meets WCAG 2.1 AA standards and includes clear contact details for alternative formats.	Produce plain English website summary and publish accessibility statement.	30 Sep 2026.	Staff time	Business Manager(IT specialist)	Publication: Accessibility statement and plain English summary published on website with last reviewed date by 30 Jan 2027. Evidence: live web page screenshot. Reviewed: annually.
	Commission translation samples for the top 5 community languages and confirm suppliers.	30 Jan 2027	Estimated translation/sample £300.	Business Manager(IT specialist) and Bilingual Office Administrator	Availability: By 30 Jan 2027, New Starter Pack available in HTML, large print and audio formats and translated summaries for the top 5 languages. Evidence: copies on files.
	Convert New Starter Pack into three accessible formats (large print, and translated summaries for top 5 languages/audio) and store HTML versions on the website.	30 March 2027	Estimated cost: £700 (translation + formatting + audio).	Business Manager(IT specialist) and Bilingual Office Administrator	Response: 100% of alternative format requests acknowledged within 2 school days (unless during school holidays) and fulfilled within 10 school days (unless during school holiday). Evidence: Request log (date received, format requested, date fulfilled). Reviewed: termly.
	Train office staff to process format requests and log.	: 30 Nov 2027	Staff time / small training budget £200.	Business Manager (IT specialist) and Bilingual Office Administrator	Staff competence: 100% of office staff trained and certified on the request process; training attendance log. Evidence: training register. Reviewed: after training and annually.
	Implement request process: acknowledge requests within 2 school days (unless during school holidays) and provide requested alternative format within 10 school days (or sooner unless during school holidays). Publish contact details and request form (online).	20 Dec 2027	nil.	Business Manager (IT specialist) and Bilingual Office Administrator	

Gender Equality Plan 2026-29

This plan sets out how Oxford Grove School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2010.

Action Plan to address the Gender Equality Duty

Areas to be considered for their Gender Equality relevance	Actions	By whom?	Resources & cost	Evidence it has been completed
Employment Issues - Staff Recruitment - CPD/training - Conditions	Be aware of, and adopt, LA policies that have been changed	Governors and Head	Safe Recruitment and Selection training provided to ensure avoidance of bias/stereotyped assumptions in selection and interviewing procedures	Monitoring of applications carried out by governor appointing.
Teaching and learning	Ensure all staff understand possible different gender-related learning styles	Head Teacher & SLT	Staff training sessions	Lesson observations comment on a variety of learning styles as identified within SDP
Assessment	Ensure all staff understand a range of assessment methods to ensure pupils knowledge, abilities and needs are more accurately assessed	Head Teacher & Assessment subject leader	PPA time & pupil progress meeting and Parent conference.	Children of both genders are making required progress See end of key stage gender summary to the standards committee through IDSR shared with SIP.
Behaviour, including sexual/gender harassment and bullying	There is an agreed set of procedures which is understood by all staff. All incidents of sexual harassment and bullying are dealt with following the school's agreed procedures. Incidents monitored.	Head Teacher PSHRE subject leader	PSHRE, circle time and other areas of curriculum promote understanding of what constitutes sexist bullying and harassment and helps promote gender equality Install a gender-neutral toilet	Staff questionnaires conducted annually- results published on school website.
Curriculum	Ensure sexist assumptions and gender stereotypes are discussed and challenged in materials and schemes of work as necessary with specific links to the PSHRE Curriculum.	Subject Leaders Led by PSHRE Leader	Awareness raised at staff training – Stone Wall champions CDP Cost: resources purchased by subject leaders External role models visit school and budget allocated through cultural capital to ensure that children have opportunity to see the diversity of those beyond the school community and are offered inspirational role models who support our ambitious curriculum offer.	A broad and balance curriculum is in place, which promotes equality for all and sets aspirational targets regardless of gender. See website and SIP reports- Ofsted validation
Recognition for our work to improve equality.	School to become a Stone wall champion- Gold accreditation Governors monitor rates of HBT and sexist bullying and language *The school has checklists and guidance in place to support a trans young person *Pupils are asked their experiences of bullying, including homophobic, biphobic, transphobic and sexist bullying *Pastoral staff are trained on supporting lesbian, gay, bisexual and trans (LGBT) pupils Gender stereotypes are actively challenged by staff, and gender diversity is celebrated *The school holds events to celebrate equality and diversity such as International Women's Day or International Day	Mental Health and Wellbeing Lead and SLT in partnership with Governors	Management release time and staff training and assessment of the award due to take place Autumn and spring 2027	School to become reaccruited with Gold as recognition for our further development towards equality for all. Reaccruited Stone wall Summer 2027