





'Dream, Believe, Achieve!'

'With God, all things are possible.' Matthew 19:26

Acts 10:34

Then Peter began to speak to them: 'I truly understand that God shows no partiality.'

EQUALITY AND ACCESSIBILITY PLAN

Policy Date:	May 2022
Policy Review:	May 2025
Signature of Headteacher:	
Ratified by Governors-Date:	May 2022
Signature of Chair:	

ST MARY'S SINGLE EQUALITY PLAN, INCLUDING ACCESSIBILITY PLAN

SEE ALSO GENDER EQUALITY & RACE EQUALITY

VISION

Our main purpose is to provide quality experiences in all aspects of school life so enabling the children to be happy, successful and keen to learn, thus helping them to grow into young people who are fulfilled and able to make a positive contribution to society.

SCHOOL AIMS:

- St Mary's Church of England Primary School strives for personal excellence, in a secure and happy environment with Christian Values
- St Mary's School will challenge each child, nurture individuality and develop pride and respect for all.

INTRODUCTION

The school is committed to ensuring equal treatment to all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We also firmly believe that 'Every Child Matters'.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties.

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.
- Improve the delivery of information.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

DEFINITION OF DISABILITY

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand, perception or the risk of physical danger.

THE GENERAL DUTY

1. We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

2. The school recognises its duty to:

- not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- not to treat disabled pupils less favourably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to publish an Accessibility Plan.

HOW WE WILL MEET THE GENERAL DUTY & SPECIFIC DUTY

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan.

INVOLVEMENT OF DISABLED PUPILS STAFF AND PARENTS

In developing this scheme the school have consulted with parents, pupils, staff and governors.

REASONABLE ADJUSTMENTS

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The size of the school

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

and when

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

INFORMATION GATHERING TO SUPPORT MONITORING AND REVIEW

The school collects data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- Pupil Achievement, data analysis, pupil progress charts, provision mapping
- Learning Opportunities – eg. take up of courses/external visits
- Exclusions
- Social Relationships
- Employing, promoting and training disabled staff
- Communication with pupils, parents, staff and users of the school

The Governors will review progress on an annual basis and details will be recorded in the minutes. There will be a more formal evaluation at the end of the 4 year cycle.

The policy and scheme will be reviewed every 3 years.

Single Equality Action Plan including Race & Gender

Appendix 1

Possible Accessibility issue	Situation at present	Action	Timescale	Person(s) involved	Success Criteria
1) Achievement of pupils	<p>Pupils receive support to meet their needs regardless of gender, race or disability.</p> <p>Data shows no significant difference in progress between boys/girls/children with English as an Additional Language. Progress of Children on School Action slightly less than those non-SEN.</p>	<p>Continue to use key formal assessment periods to inform individual pupil progress.</p> <p>Staff use assessment for learning to provide information relating to intervention programmes and inform future support.</p>	ongoing	SEND CO Teachers Learning Support Assistants (LSAs)	<p>All groups of pupils make appropriate progress.</p> <p>Monitoring of intervention groups demonstrates clear impact of support.</p>
2) Sports Educational visits	<p>All pupils are given equal opportunities to participate in sports.</p> <p>All pupils attend educational visits.</p> <p>All pupils have the opportunity during KS1 and KS2 to attend a residential visit.</p> <p>We promote inclusion.</p>	<p>Continue to offer sports to all pupils.</p> <p>Continue to support all pupils</p>	ongoing	Teachers LSAs Sports Coaches	Monitor pupil participation – all groups of pupils have access to sports and educational visits.
3) After school clubs	All pupils are given equal opportunity to participate in after-school clubs.	Continue to offer sports to all pupils.	Ongoing	PE Coordinator Teachers Sports Coaches	<p>Monitor after school club participation.</p> <p>Pupil participation in after</p>

					school clubs increases.
Possible Accessibility issue	Situation at present	Action	Timescale	Person(s) involved	Success Criteria
4) Staffing	Recruitment – all positions advertised are open to all, regardless of race, gender and disability. Applications are judged strictly on merit.	Continue to ensure that applications are considered on merit.	Ongoing – as and when vacancies arise.	Headteacher Governors Staff	Headteacher Governors Monitor that applications are based on merit.
	Pay – all pay is in line with nationally agreed pay scales.	Continue to ensure that pay meets nationally agreed scales.	Ongoing	Headteacher Bursar	Headteacher
5) Use of supply teachers	We use our own known supply teachers and agency supply teachers, we take any appropriately qualified and DBS checked staff regardless of race, gender and disability. Any preferred choice is based on relationships with the pupils, ability to follow school discipline code and teaching ability.	To ensure appropriate supply cover obtained to promote continuity and progression in children's learning.	Ongoing	Headteacher Team Leaders Teachers	Monitoring and regular feedback with team leaders and teachers to ascertain quality of supply teachers. Children's learning progresses during supply teaching periods.
6) Students including work experience	Placements are encouraged from all students, regardless of race, gender or disability.	To ensure that all students receive appropriate training and that all trainee teachers/students promote continuity and progression in children's learning.	As and when students are in school.	Headteacher Team Leaders SENCO Teachers LSAs	Children make appropriate progress when working with students.
7) Outside agencies	Nurses, Educational Psychologists, Speech Therapists, Hearing Impaired and other support workers	To ensure that all pupils have access to appropriate support.	As and when required.	Headteacher SENCO Teachers	All groups of pupils are supported appropriately and make at least expected progress.

	are welcomed into the school.				
Possible Accessibility issue	Situation at present	Action	Timescale	Person(s) involved	Success Criteria
8) Governors	Positions are open to all. If we are fortunate to have too many governors than places, then the needs of the school will be paramount.	To ensure that the school is well governed, with governors from a range of backgrounds.	Ongoing and as vacancies arise.	Headteacher Governors	Governing Body has governors from a wide range of backgrounds. Governance is regarded as good in Ofsted inspections.
9) Parents	Information to parents is sent out in standard format.	To ensure that all information is accessible to parents, including those with English as an additional language.	Ongoing	Headteacher SENCO Staff	All parents able to access information resulting in improved parental involvement in school activities.
10) Procurement	Services requested and used without reference to race, gender or disability.	To ensure that all services used are requested based on the needs of the school.	Ongoing	Headteacher All staff	Range of services used based on needs of school.