



ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Equality and Accessibility Plan 2017-18

Date of Review: January 2018

Date of Next Review: January 2020

Equality and Accessibility Plan 2017-18

Introduction

St Ethelbert's Catholic Primary School and Nursery is committed to giving all our pupils every opportunity to achieve the highest possible standards. We do this by taking account of pupils' varied life experiences and needs, and offer a Christ-centred education where the uniqueness of the human spirit is celebrated.

We offer a broad and balanced curriculum and have high expectations for all children. Our Catholic ethos promotes fairness, equality, tolerance and justice for all. St Ethelbert's promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Definition of Disability

The Equality Act 2010 defines disability as when a person has a *'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'*

St Ethelbert's Catholic Primary School and Nursery has an accessibility plan that aims to:

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

Objectives

St Ethelbert's school recognises its duty under the Equality Act 2010 not to discriminate against a pupil or potential pupil by treating them less favourably than others:

The school's accessibility plan aims to:

- Make use of the expertise of specialist agencies to provide advice and support where necessary
- Ensure the Special Educational Needs Co-ordinator has an overview of the needs of pupils with disabilities
- Ensure that all staff are aware of their responsibilities towards pupils with disabilities
- Ensure that training and deployment of staff lead to the best possible outcomes for pupils with disabilities
- Allow pupils with disabilities to access all areas of the school curriculum and extended provision

St Ethelbert's Catholic Primary School and Nursery

Equality and Accessibility Plan 2018-20

Objective	Strategy	Success Criteria	Staff responsibility
To ensure access to all curriculum areas for all pupils	Identify particular needs, and what adjustments need to be made to allow equality of access (e.g. audio-visual aids; layout of classroom; accessibility within physical teaching space; access of movement around teaching spaces)	All pupils are able to access all areas of the curriculum All pupils have the opportunity to make at least the expected level of progress	Leadership team SENCO Class teachers
To ensure that all staff are adequately trained to work effectively with pupils with specific disabilities	Ensure that communication between specialist agencies and staff is clear and regular to allow school to plan and deliver training needs Training needs reviewed and evaluated annually	Staff are confident and competent in supporting pupils Pupils make at least expected levels of progress Staff CPD is planned and budgeted for appropriately	Leadership team SENCO School Business Manager Class teachers and support staff
To actively promote equality, including disability equality	All stakeholders are included in equality CPD: Staff CPD Catholic ethos promoted through daily collective worship, including whole school assemblies Weekly news time that includes relevant headlines/stories An ethos that celebrates difference	All staff have read and signed Equality Statement First News, weekly news resource provided for all KS1/2 classes Twice weekly whole-school assemblies celebrate inspirational figures	Leadership team All staff
To provide alternative access to written materials	Seek advice from local authority or other providers about conversion of written information into alternative formats to allow access	The school has the capacity or channels of communication to be able to produce written information in other formats (e.g. audio) Budgeting for alternative provision is planned into the school budget	Headteacher SENCO School Business Manager

<p>To ensure that the physical environment is reviewed regularly to ensure it allows for accessibility of access</p>	<p>Regular site audit and reviews assess accessibility of all aspects of the school site</p>	<p>The physical environment is adapted and modified where necessary to allow equal access to all pupils</p> <p>Necessary modification work is planned and budgeted for</p>	<p>Headteacher School Business Manager Site Manager SENCO</p>
<p>To ensure that consultation is sought on the plan</p> <p>To ensure the plan is reviewed at agreed intervals to assess changing needs</p>	<p>Consultation is carried out with: Parents/carers (by email) Staff Academy Committee representatives</p>	<p>Responses to plan are considered and necessary adaptations made</p> <p>Plan is reviewed annually</p>	<p>Headteacher Academy Committee representatives Parents Staff</p>