



ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Equality and Accessibility Plan 2022-2025

Date of Review: March 2022

Date of Next Review: March 2025

Equality and Accessibility Plan 2022-2025

1. Aims of the plan

The purpose of this plan is to show how our school intends to continue to increase accessibility to the curriculum, the physical environment and written information, so that all pupils with a disability can take full advantage of their education and associated opportunities within the school community

2. 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, sex or background.

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

3. 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

4. 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:

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled pupils
- 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
- Allow pupils with disabilities to access all areas of the school curriculum and extended provision

5. The Equality Act 2010

- Compliance with the Equality Act is consistent with our school aims and Equality and Diversity Policy, as well as our SEND Policy.
- The Governing Board has full regard to the Equality Act 2010 when carrying out their duties and responsibilities.
- All those who work in the school as employees or volunteers recognise their duty under the Equality Act 2010:
 - Not to discriminate against disabled pupils in admissions or exclusions, or in the 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

6. Key Staff and Academy Committee Members

- The member of the Senior Leadership Team with oversight of special educational needs and disabilities is Jessica Angliss.
- The lead member of staff is the SEND co-ordinator, Jesscia Angliss, who is responsible for:
 - The special needs register.
 - The welfare of all SEND pupils.
 - Appropriate training for staff.
 - Ensuring that the accessibility plan is implemented.
 - Monitoring its effectiveness in meeting disabled pupils' needs.
- All teaching and support staff involved in the teaching and learning of SEND pupils receive regular specialist training as part of our CPD programme.
- An appointed Local Academy Committee member is responsible for ensuring that the Local Academy Committee Board has updates on SEND pupils and an annual report on the improvements achieved for disabled pupils under the accessibility plan. Jenny Carey is the named Academy Committee member for SEND.

Our plan is based on the three main tenets of the DFE statutory advice 2014

- Increased access to the curriculum
- Improved access to the physical environment of the school
- Improved delivery of information to disabled students

St Ethelbert's Catholic Primary School and Nursery

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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 Individual support plans are drawn up that support the specific needs of pupils with disabilities	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 Finance team 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 The curriculum as a whole is representative of people with disabilities PSHE lessons promote positive attitudes towards disability, including mental health	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	The school has the capacity or channels of communication to be able to produce written	Headteacher SENCO Finance team

	alternative formats to allow access	information in other formats (e.g. audio) Budgeting for alternative provision is planned into the school budget	
To ensure that the physical environment is reviewed regularly to ensure it allows for accessibility of access	Regular site audit and reviews assess accessibility of all aspects of the school site including: Ramps Handrails Disabled toilet facility Specialist furniture Allocated parking spaces	The physical environment is adapted and modified where necessary to allow equal access to all pupils Necessary modification work is planned and budgeted for	Headteacher Finance team Site Manager SENCO
To ensure that consultation is sought on the plan To ensure the plan is reviewed at agreed intervals to assess changing needs	Consultation is carried out with: Parents/carers (by email) Staff Academy Committee representatives	Responses to plan are considered and necessary adaptations made Plan is reviewed annually	Headteacher Academy Committee representatives Parents Staff