

St Clement's Catholic Primary School



Equality Information and Objectives

and

Accessibility Plan

Introduction

At St Clement's Catholic Primary School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors are encouraged to live out our Mission Statement of:

Growing Together in Love and Learning

Growing in God's love.
Together we welcome and respect others.
Loving, sharing, celebrating.
Learning to be the best that we can be.

We want the St Clement's family to have the opportunity to feel valued, achieve their best and develop their spirituality and faith in a safe, secure and nurturing community with high expectations and a strong ethos. We aim to encourage a love of learning, promote opportunities to build self-confidence and respect for others creating a firm foundation for a successful and a vibrant future.

We aim to ensure that all who learn in, work in or visit our school feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be. We are committed to providing an accessible and inclusive environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs by:

- maximising participation in all areas of school life
- the removal of any barriers that could limit or prevent opportunities
- the removal of barriers that could limit progress
- tackling discrimination

The Equality Act 2010 defines a person with a disability as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. It also includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably. We also have a duty to have 'due regard' to equality considerations whenever significant decisions are being made or policies developed.

We are aware of our obligations under the Equality Act 2010 and comply with non-discriminatory provision. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion across all protected characteristics. Where relevant our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

In order to achieve these aims, all members of our community must be able to access provision when they attend school. The values of respect and responsibility underpin our aims and our policies and practices are based on our core values and ethos expressed in our school's mission statement above. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers any to learning for all.

This Equality Information and Objectives and Accessibility Plan outlines how we, at St Clement's Catholic Primary School, promote equality for all pupils, staff, parents, governors and other users of our school. This plan should be read in conjunction with the school's other policies.

General Duties - complying with the Equality Act

The Act placed a 'general duty' on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics by tackling prejudice and promoting understanding.

| Objective | Success Criteria | Date for review | Responsibility |
|---|--|----------------------------|----------------|
| Continue to review policies and practice to ensure equalities issues are fully considered and implemented. | Policies and practice are reviewed and updated in light of equalities Act. | At time of policy review | SLT GB |
| Pupils understanding and awareness of racial and cultural diversity is further developed and celebrated. | Lesson and assembly resources provide opportunities to learn about racial and cultural diversity other than their own. Other opportunities planned to explore diversity e.g. Black History Month | Curriculum planning termly | SLT CTs |
| To ensure there is no gap in achievement and identify any trends for particular groups. | Termly data and Pupil Progress meetings continue to indicate that all groups achieve well. | Termly | SLT GB |
| Ensure opportunities and steps taken, where necessary, to reduce and eliminate any negative stereotypes across protected characteristics to promote positive understanding. | Lesson and assembly audits and resources identify positive examples of any protected characteristic and no negative stereotyping. | Curriculum planning termly | SLT GB |

Specific Duties - complying with the Equality Act

Schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where a pupil with a disability is placed at a disadvantage compared to other pupils then the school must make reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a pupil with a disability when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to pupils without a disability.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

This plan sets out the proposals of the Governing Body of the school to ensure appropriate access to education for all pupils.

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the curriculum delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The purpose and direction of the school's plan: vision and values

At St Clement's Catholic Primary School, we believe that each person is individual, is unique and that everyone should be respected by all who learn, teach and visit here. We aim to identify, and where possible make reasonable adjustments for, disabled pupils in every area of school life. We have high expectations for our disabled pupils and expect them to participate in all aspects of school life.

St Clement's Catholic Primary School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability, are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

Collecting and Using Data Effectively

The data we collect and collate can inform our school of any developing patterns and trends - individual tracking and monitoring of key information and data is essential. This information will be used to support the school's self-review process and also to inform future planning.

Key staff are aware of pupils, staff and family members who are disabled so that needs can be met. We monitor and track pupils specifically against the aims listed above to ensure best outcomes for all.

Developing the Scheme with as Many Views as Possible

To achieve a school where we can all 'Grow Together in Love and Learning' it is important that all users of our school have a chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers. This includes:

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the curriculum and activities in school life.
- Knowing that communication between home and school is always improving and that school can plan ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme, through training, so that we are proactive in including disabled people in every aspect of school life.

We want to consistently meet our aim (to provide a secure, inclusive and purposeful environment to learn and work in) we regularly review each of the key areas listed above. The current plan for each of the areas is as follows:

Increase access to the curriculum for all pupils and prospective pupils with a disability

Examples of existing good practice:

- Additional equipment sourced on advice from specialists as appropriate e.g. writing slopes, OT equipment
- Lessons and opportunities tailored and adapted to accommodate needs of individual pupils eg timetable changes for split placement pupil to access MFL, adapted cycling equipment sourced for Bikeability.
- School trips and journeys planned taking needs of attending pupils into account when planning and risk assessing e.g. staffing ratios, planned activities.
- Close and effective liaison with home and pre-schools ensures pupil needs are known and planned for.
- Adapted resources sourced and purchased as appropriate e.g. cutlery, seating
- Care Plans, as necessary, ensure that children enjoy full and continued access to the curriculum.
- TA trained to work 1:1 to support emotional and social needs.
- Non- class time is well resourced with staff to ensure confident social interaction.
- Outside agencies consulted to ensure best practice and support for individuals.
- Referrals made, as necessary, for adapted equipment e.g. seating, ICT.
- Specific medical training undertaken by all staff for pupil with disability requiring regular medication.

| Objectives | Actions to be taken | Person responsible | Date to complete actions by |
|---|--|--------------------|-----------------------------|
| Ensure up to date advice is sourced and followed for school trips and journeys so that all pupils can take part. | School Visit Coordinator to work with staff to ensure barriers are overcome and appropriate risk assessments in place. | SVC HT CTs | Ongoing |
| Be proactive in sourcing information from families and support agencies so that all pupils fully access the curriculum and other opportunities. | SENCo and SLT to regularly liaise with families and respond, as appropriate. | SENCo SLT | Ongoing |
| Be proactive in gathering information about new pupils' needs so that we are well prepared for a confident and successful start. | EYFS Lead & SLT to liaise with families and previous settings before a pupil starts. | EYFS Lead SLT | Ongoing |
| Ensure staff can confidently differentiate the curriculum so that pupils needs are consistently and confidently planned for and met. | SENCo to lead CPD on training and ensure appropriate agency advice is sought. . | SENCo | Ongoing |

Improve and maintain access to the physical environment

Examples of existing good practice:

- Building is all on one level allowing good access for all.
- Corridors and doorways kept clear for good access for all.
- Adult and child disabled toilet facilities available with accessible personal hygiene facilities.
- Communal areas (hall, ICT Suite and Library) are accessible – shelving and desks at appropriate heights.
- Hall staging is accessible and allocated seating made available for specific sight needs.
- Disabled access passes for school car park offered as necessary for child or carer needs.

| Objectives | Actions to be taken | Person responsible | Date to complete actions by |
|--|---|--------------------|-----------------------------|
| Audit playground and available equipment so that all pupils and families can confidently access. | SLT to audit through observation and recommend necessary amendment and/or purchases. Ramps purchased to facilitate wheelchair access. | SLT | Ongoing |
| Ensure key staff (including office staff) continue to monitor pupils and families needs so that they can be accommodated as necessary. | Key staff liaise with SLT to ensure that temporary or ongoing needs are met e.g parking permits are made available, appointments are available. | SLT | Ongoing |
| All members of the community to be safely and confidently evacuated in the event of an emergency. | Key staff aware of specific needs for evacuation – individual plans put in place as necessary and with appropriate advice. | SLT | Ongoing |

Improve the delivery of written information to pupils

Examples of existing good practice:

- Enlargement of text available on paper and screen as necessary.
- Audio books made available as necessary.
- Coloured overlays available.
- Staff communicate on 1:1 basis – in writing, on the phone and in person.
- General health/medical information notified to the school is directly disseminated to the family of a specific pupil vulnerable to infection.

| Objectives | Actions to be taken | Person responsible | Date to complete actions by |
|--|---|--------------------|-----------------------------|
| Ensure information made available meets the needs of pupils and families so that they are included in all aspects of school life. | All staff to ensure that information sent out is appropriate to the need so of all. Discussions with families to ensure needs are met. | HT | Ongoing |
| Ensure that parents not able to attend meetings, because of a disability, can access appropriate information so that they are well informed about their child's progress and how best to support them. | Arrangements made to discuss at an appropriate time and/or over the phone. | HT CTs | Ongoing |