



Accessibility Policy

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DISCUSSED WITH: SENIOR MANAGEMENT TEAM

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TO BE REVIEWED YEARLY (NEXT REVIEW October 2025)

School Mission Statement:

To offer opportunities and experiences which will enable the individual (adult or pupil) to grow towards the realisation of his/her full potential.

To foster sound personal relationships among its members - staff, pupils, parents and governors - in a Christian environment.

To affirm the place of worship, prayer and liturgy in the educational experience.

To recruit parental help to sustain the development of good relationships.

To initiate projects to broaden the school's role in the parish and wider community.

Introduction.

The Single Equality Act came into place in October 2010 and brought together the duties that were already set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together all three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

Aims

This policy outlines the commitment of the staff, pupils and governors of St Bernadette's Catholic Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating, valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement.

Information from pupil data and school audit

- ✚ The school currently has 28 pupils on the SEND register with varied needs. Including children who have specific medical needs.
- ✚ St Bernadette's is a one form entry primary school. We have 24 pupils receiving Free School Meals.
- ✚ 4.8% of our pupils have English as an additional language. This is below the national average in England 2024.
- ✚ 3 of our pupils have an Education Health Care Plan.
- ✚ We have no children who are classed as looked after children.
- ✚ The percentage of boys and girls is approximately 50% for each group throughout the school.
- ✚ Pupils make good progress demonstrated by internal tracking systems and termly pupil progress meetings. End of Key Stage data reaffirms this as the majority of children make good progress. When groups are analysed, progress is consistent.
- ✚ The school recognises each child as an individual and progress is measure by the child's individual ability. Support and challenges are appropriate to the progress journey for each child.
- ✚ The Governing Body is made up of a variety of parents and professionals who bring with them a wide range of experience in service provision, employment and issues relating to the needs of those who come under the nine categories of the protected characteristics.

Provisions for access to the school and grounds

- ✚ St Bernadette's building is one storey building. All classroom doors are accessible as there are no steps to negotiate to gain entry to the class rooms.
- ✚ The small hall have steps to negotiate in and out of the outside door- but is accessible through the school main entrance, which has no steps.
- ✚ The School playing field has a track around the grassed area, which is accessible by all attending the school. We have a garden which has raised beds to make it accessible to everyone. The paving is wide enough for a wheelchair or walkers to enable everyone the pleasures of gardening.
- ✚ Our Pray garden is accessible to all children all the time.
- ✚ The outdoor classroom has a step to negotiate to enter. The school would invest in a ramp if a need was identified.

Ethos

- ✚ At St Bernadette's Catholic Primary school- We endeavor to foster a good relationship across our community with the church family, our neighbours and our children and their families. We work on a basis of respect, openness and trust. All staff seek to empower each individual to believe everyone can reach their full potential. There is an open and warm atmosphere which welcomes everyone to the school and provides a safe and secure environment in which everyone can grow.
- ✚ All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- ✚ All pupils are encouraged to treat all visitors to the school with friendliness and respect.
- ✚ The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- ✚ We firmly believe that all individuals have the right to 'be themselves' and therefore the dignity of each individual is respected and children, parents, staff and Governors are encouraged to celebrate differences as unique gifts from God.

Monitoring

St Bernadette's is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress.

We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress

when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- ✚ Attendance
- ✚ Exclusions and truancy
- ✚ Racism, disability, sexism, homophobia and all forms of bullying
- ✚ Parental involvement
- ✚ Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Bernadette's Catholic Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

- ✚ Staff profile
- ✚ Attendance on courses
- ✚ Targets met through Appraisal and impact on professional development
- ✚ Staff turnover and development of leadership roles
- ✚ Governing body profile

We have identified the following issues from the analysis of the data:

- ✚ Staff are predominantly female. We currently have 3 male members of staff.
- ✚ Children to continue to be given various opportunities to be part of the decision making process - i.e. school council
- ✚ Monitoring and evaluation of the policy and action plan is carried out by the SMT with the assistance of the Governing Body.

The role of the SMT is to:

- # Lead discussions, organise training, update staff in staff meetings, support discussions
- # Work with the governing body on matters relating to equality
- # Support evaluation activities that moderate the impact and success of this policy
- # Work with the Local Authority on new initiative and developing policies

Developing Best Practice - Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- # Provide equality of access for all pupils and prepare them for life in a diverse society
- # Use materials that reflect a range of cultural backgrounds, without stereotyping
- # Use materials to promote a positive image of and attitude towards disability and disabled people
- # Promote attitudes and values that will challenge discriminatory behaviour
- # Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- # Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- # Ensure that the whole curriculum covers issues of equality and diversity;
- # Seek to involve all parents in supporting their child's education
- # Provide educational visits and extended learning opportunities that involve all pupil groups
- # Take account of the performance of all pupils when planning for future learning and setting challenging targets
- # Make best use of all available resources to support the learning of all groups of pupils.
- # Identify resources and training to support staff professional development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognized area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents/Carers are also encouraged to view their own children's achievements in this light.

- ✚ Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- ✚ Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- ✚ The school prioritises provision for special educational needs and disability.
- ✚ We meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- ✚ The school provides an environment in which all pupils have equal access to all facilities and resources.
- ✚ All pupils are encouraged to be actively involved in their own learning.
- ✚ A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- ✚ Consideration will be given to the physical learning environment - both internal and external, including displays and signage
- ✚ School work in partnership with parents to enable all children to reach their full potential.

Curriculum

At St Bernadette's School, we aim to ensure that:

- ✚ Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- ✚ Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- ✚ Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.

Resources and Materials

The provision of good quality resources and materials within St Bernadette's School is a high priority. These resources should:

- ✚ Reflect the reality of an ethnically and culturally diverse society.
- ✚ Reflect a variety of viewpoints.
- ✚ Show positive role models in society.
- ✚ Include non-stereotypical images of all groups in a global context.
- ✚ Be accessible to all members of the school community

Language

We recognise that it is important at St Bernadette's school that all members of the school community use appropriate language which:

- ✚ Does not transmit or confirm stereotypes
- ✚ Does not offend
- ✚ Creates and enhances positive images of particular groups identified at the beginning of this document.
- ✚ Creates the conditions for all people to develop their self esteem
- ✚ Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case
- ✚ Raises self-esteem through positive comments /feedback

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity. We try to ensure that all Non staff members who have contact with children adhere to our guidelines.

Provision for Bi-lingual Pupils

We undertake at St Bernadette's School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- ✚ Pupils for whom English is an additional language
- ✚ Pupils who are new to the United Kingdom
- ✚ Gypsy, Roma and Traveller Children
- ✚ Advanced bi-lingual learners
- ✚ Use first language effectively for learning

Personal Development and Pastoral Guidance

- ✚ Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- ✚ All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- ✚ All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- ✚ We recognise that perpetrators may also be victims and require support.
- ✚ Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- ✚ Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- ✚ This must include pupils' access to a balance of male and female staff at all key stages where possible
- ✚ We encourage the career development and aspirations of all school staff
- ✚ It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- ✚ Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

When employing staff, criteria is also related to our Mission Statement, which places Christ at the centre of our learning process. Therefore we will always seek individuals who will embrace our ethos and religious denomination (see note).

- ✚ **All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure**

equality good practice through the recruitment and selection process

- ✚ **Equalities policies and practices are covered in all staff inductions**
- ✚ **All temporary staff are made aware of policies and practices**
- ✚ **Employment policy and procedures are reviewed regularly to check conformity with legislation and impact**

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- ✚ All parents/carers are encouraged to participate in the full life of the school.
- ✚ Members of the local community are encouraged to join in school activities.

Roles and Responsibilities

- ✚ Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- ✚ The head teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- ✚ The head teacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- ✚ Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

- ✚ All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- ✚ We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Commissioning and Procurement

St Bernadette's Catholic Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

Publicising the Policy and Plan

As a responsible school we have tried to reduce the amount of paper correspondence. Therefore as with other policies this policy will be publicised on our school website and will be available to parents/carers on request.