



# St Mary's C of E Primary School Chessington

*Live life, love learning, guided by God*



## **Equality Policy and Accessibility Plan 2018**

### **Introduction and Aims**

Within a secure and caring Christian environment and in partnership with parents, staff and governors, St Mary's Primary school is committed to developing the potential of each pupil. Our aim is to ensure equal opportunities for any child or employee, to value individual talent and ability, to remove barriers to progress and to make reasonable adjustments where necessary to ensure every member of the school is supported. By creating an inclusive learning community we will nurture everyone, giving them the opportunity reach their potential.

The Equality Act 2010 offers protection against unlawful discrimination in the workplace and in society. Equality of opportunity is not the result of treating everyone the same; it is the outcome of recognising and acting on the basis that people are different and therefore may need different kinds of support in order to maximise their potential. Everyone should be given the opportunity to succeed regardless of age, disability, gender reassignment, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity, race, or religion or belief (known as the 'protected characteristics'). This policy seeks to ensure that our school provides equal opportunity for all children and adults and it is the responsibility of all to act in accordance to with this policy at all times.

St Mary's is committed to building a culture of inclusion which values all pupils, staff, parents and visitors regardless of their background, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging bias and negative attitudes and to developing a culture of awareness, tolerance and inclusion.

We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail accommodating different needs/support.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of direct or indirect discrimination that may form barriers to learning for some groups of pupils.

We aim to ensure that all recruitment, employment, promotion and training processes are fair and open to all, and provide opportunities for everyone.

We aim to challenge bias and stereotypical views whenever they occur.

We value each pupil celebrating their individuality and cultural diversity, which creates our diverse school community.

### **Racial Equality**

In our school, we will:

- Strive to eliminate all forms of racism and racial discrimination;
- Promote equality of opportunity, regardless of race, ethnicity or religion;
- Promote good relations between people of different racial and ethnic groups;
- Seek to educate pupils in a manner which provides community cohesion in a multi-cultural society;

We do not tolerate any form of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Behaviour Policy).

We are committed to make our school and its environment inclusive to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for different cultures and faiths.

## **Disability**

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps will be taken to ensure that these children are not disadvantaged within their learning environment, accessibility to the school premises or their access to learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under this definition, we view the following as disabilities:

- a visually or hearing impaired person
- a person with a physical disability
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis
- a person with an autistic spectrum disorder
- a person with Down's syndrome
- a person with dyspraxia and/ or ADHD
- a person with dyslexia

## **School's Duty**

The Disability Discrimination Act of 2005 places a duty on the school to have due regard for the following when carrying out its functions:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs

**N.B** Within a public sector organisation, the execution of these duties is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and all parties using services provided by the school.

In compliance with this, the Governing Body focus on ensuring:

- Disabled pupils are not treated less favourably than others due to their disability;
- That reasonable adjustments, for pupils with a disability, are made so that they are not at a substantial disadvantage;
- Appropriate actions are planned to increase access to education as well as access to wider school activities for pupils with a disability.

## **Gender Equality**

We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and girls. We are committed to seeing all individuals regardless of their gender making the best progress possible in our school. We encourage all pupils to participate in a wide range of activities during the school day and provide extracurricular opportunities to ensure no one is excluded from activities because of their gender.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to the relative achievement in boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

### **The role of the class teacher**

Class teachers are responsible for ensuring that all pupils are treated fairly and with respect. We do not discriminate against any child. When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypes. All staff ensure that the language they use does not reinforce stereotypes or bias.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the headteacher.

### **The role of the headteacher**

It is the headteacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities and that teachers apply these guidelines fairly in all situations;
- ensure that all appointment panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life, for example, in school assemblies, respect for other people is a regular theme, as it is also in displays around the school;
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

### **The role of the governors**

In this policy statement, the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor:

- Admissions;
- Attainment;
- Exclusions;

- Rewards and sanctions;
- Parents' and pupils' questionnaires.

The governing body seeks to ensure that people within the 'protected characteristics' as defined by The Equality Act 2010 are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case individually, sensitively, and with respect for the child's cultural traditions.

### **Monitoring and Review**

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- Require the headteacher to report to governors annually on the effectiveness of this policy;
- Take into serious consideration any complaints from parents / carers, staff or pupils regarding equal opportunity;
- Monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

### **Related policies**

This Plan should be read in conjunction with the following documents and policies:

- The School Improvement Plan
- The Teaching and Learning Policy
- Other curriculum policies
- The Health & Safety Policy
- The Behaviour Policy
- PSHE curriculum planning

### **Accessibility Plan**

#### **Information from pupil data and school audit**

St Mary's C of E Primary School is a single form entry primary and nursery school with approximately 277 children on roll. Of these, 27 are currently on our SEN register. Some children also have an identified disability, which include diabetes, specific medical difficulties, an identified visual impairment, Autistic Spectrum Disorder, ADHD, Global Delay, epilepsy and dyslexia. For all of these children school provision is adapted where necessary to enable them to participate fully in school life.

Although this audit of need was accurate when the plan was reviewed, we are mindful that this is a continually changing picture with individual provision arrangements needing review and adjustment in the light of any change which arise.

### **Disability Access and Admission**

The admission arrangements for a pupil with disabilities are as follows: -

- Extensive liaison with parents and supporting agencies, in advance of admission to the school, in order to identify special provision arrangements required and then plan and implement reasonable steps to ensure that the child is not placed at a substantial disadvantage to those who are not disabled. (In some cases, a joint placement might also be considered.)  
**N.B** - "Reasonable steps" is understood primarily to refer to the policies, procedures and practices of the school.
- Reviewing current support arrangements, to ensure that sufficient and appropriate support is available to enable equal opportunities for all.
- Undertake any reasonable adjustments to the environment or provide auxiliary aids and services required.
- Ensure staff receive appropriate guidance and support to meet the school's duties for disabled pupils or adults.

### **Other considerations**

- St Mary's was either rebuilt or refurbished during 2009/10 and has been adapted to cater for children and adults with physical disabilities. Within each class, staff work flexibly to organise classrooms in a way that enables sufficient access to all.
- When organising offsite educational visits, special attention is given to ensuring all arrangements and destinations meet the needs of any person with an identified disability.
- If a pupil is absent from school for an extended period of time, then liaison with parents and relevant personnel, from the health and local authority, will take place in order to facilitate best possible access to the curriculum.

### **Identified strengths of the school**

The school considers the following when working with pupils with disabilities:

- There are no areas of the curriculum, which disabled pupils, who currently attend the school, are unable to access. (i.e. After being appropriately differentiated.)
- The school takes care to ensure lessons and additional interventions are planned with the view to promoting the development of the whole child and, where appropriate, work with a range of external agencies to ensure access for individual pupils is optimized.
- Individual education plans or specific targets are in place for all children who are either on the SEN register or who may be flagged as 'causing concern'. Class teachers review these termly with the SENCO, along with the implementation of appropriate support strategies.
- For those children with medical needs, Individual Health Plans are put in place in consultation with parents.
- There are no parts of the school which disabled pupils are unable to access. (The school has either been rebuilt or refurbished since 2009 and is all on one level.)
- Most outside areas are accessible to disabled pupils, e.g. quiet shaded area and games area in Key Stage 2 playground and parts of pirate ship installation in the Key Stage 1 playground.
- All school practices, procedures and policies are completed with an awareness and regard to the needs of pupils with disabilities currently attending the school.
- Regular staff meetings are held to promote and further develop staff knowledge on a range of pupil support strategies, interventions and types of difficulties. (These include meetings for teachers and teaching assistants.)

- Information shared with parents is available in a range of formats, including paper and electronic. (Other adaptations are made when necessary, e.g. there is the facility to enlarge school documents.)
- Enhanced transition arrangements, for specific pupil's, are made when they change schools or year groups.
- The main school signs are presented in both visual and Braille format.
- The school operates an 'open door' policy, which encourages the involvement of parents in their child's learning and the sharing of information which will help us facilitate their child's access to school as well as the curriculum.

## **Making the plan happen**

### **Management, coordination and implementation**

- The school's plan has been presented to the full Governing Body and approved by them.
- The responsibility for the implementation of this plan lies with the Governing body, head teacher and Head of Inclusion.
- The plan will be reviewed regularly and revised, when and where necessary. (Plan resources and funding will be sought from appropriate sources as and when necessary and key actions will be identified in the School Improvement Plan.)

### **Access to the School's Accessibility Plan**

- A copy of the accessibility plan will be available from the school office and on the school's website.
- The Head of Inclusion, SENCO, Headteacher and SEN Governor will also hold copies.

## **Plan organisation**

The following plan sets out the key actions the school and governing body plans to take to increase access to the school's learning environment and the educational opportunities provided to disabled pupils. These have been sub-divided into the three main areas required by the Disability Discrimination Act planning duties:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving access to the school's learning environment and to increase the extent to which disabled pupils can access and take advantage of the educational opportunities and associated services provided.
- Improving the delivery of information, which is provided in writing, to disabled pupils.

This Policy will be reviewed every 3 years.

Signed: S. Hodgson, Headteacher .....

Signed: S. Vieitez, Chair of Governors .....

Next review: February 2021.

## **Glossary of useful terms:**

- **ADHD** – Attention Deficit Hyperactivity Disorder
- **Children's Centre Steering group** – This is a group of professionals who work together to ensure the work of Chessington's Children Centre, which is based at Castle Hill, is offering relevant support opportunities to parents with children in the 0-5 age range.
- **Cluster SENCOs** – This is a group of Special Educational Needs Co-ordinators, from across Kingston's South of the Borough, who work together to ensure the best possible support is provided to children in our schools.
- **DDA** – Disability Discrimination Act
- **DED** – Disability Equality Duty
- **EP** – Educational Psychology Service
- **FASS** – Family Advice and Support Service
- **Inclusion Manager** – This is the person responsible for Special Educational Needs throughout the school
- **P.E** – Physical Education
- **PSHE** – Personal, Social, Health Education
- **SEN** – Special Educational Needs
- **SENCO** – Another term used for the person responsible for Special Educational Needs throughout the school (Special Educational Needs Co-ordinator)
- **SEN Governor** – This is the school governor responsible for monitoring Special Educational Needs provision throughout the school
- **Social Inclusion** – this relates to a person/child's ability to work, play and interact with a range of people
- **Supporting agencies** – these are other groups of professionals that come into school to support the ongoing work of the school. For example, the Educational Psychology Service, the Pupil Support Service, the Occupational Therapy and the Speech and Language Service.