

St Patrick's Catholic Primary School and Community Nursery

School Mission Statement

"I am the light of the world, says the Lord, anyone who follows me will have the light for life."

St Patrick's School is a Catholic Community in which everyone is valued as a member of God's Family.

We aim to create an environment in which spiritual, academic, social, aesthetic and physical qualities can be developed to the full.

We LIVE with Christ, we LEARN with Christ, We LOVE with Christ

School Accessibility, Equality, diversity, cohesion policy and plan 2016

This plan details the school's intentions to enable access for disabled students in terms of the building, the school curriculum and information.

The key objectives (in line with the Department for Education and School's (DFES) guidance) are:

- To increase access for disabled students to the curriculum;
- To improve access to the physical environment of the school;
- To improve the delivery of written information to disabled pupils when appropriate.

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

A person has a disability if he or she 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 activity.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing body has three main key duties towards disabled pupils under the (DDA)

- **Not to treat disabled pupils less favourably for a reason related to their disability**
- **To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage**

- To plan to increase access to education for disabled pupils

ent to which disabled pupils can participate in the curriculum

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have to have due regard for the following when carrying out and delivering services:

General Statement of Principles

At St Patrick's Catholic Primary School and Community Nursery School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their tradition, identity and participation in every possible aspect of school /community life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereo types and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Policy Statements

The Governors of the School, in accordance with the Church's teaching and concern for justice and equity support the principle that all individuals should have an equal right to develop and achieve their full potential through the education system. Discrimination by structures, institutions and individuals, is a barrier to many, depriving them of that opportunity; it means that society loses skills and talents and individuals lack fulfilment. This policy supports the school's intention, expressed in our Mission Statement, of being a pace of justice and equity for pupils, staff and visitors alike.

the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of our primary objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in all activities for all pupils, and prospective pupils, with a disability.

St. Patrick's Catholic Primary School and Community Nursery plan and aim to deliver outstanding lessons. Teachers' planning is highly differentiated to meet individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and we maintain high curriculum expectations.

Leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; we welcome your feedback and request.

We have a Special Educational Needs Co-ordinator (SENCO) to line manage and deploy Teaching Assistants. They co-ordinate and facilitate training for staff to raise school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The school also receives support given by outside agencies and ensures its full implementation.

Through ongoing review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning. We aim to meet every child's needs within mixed ability, inclusive classes.

The Governors will develop a programme of action including the adoption of appropriate procedures for monitoring the effectiveness of this policy and training of staff in furtherance of its implementation so that they are fully aware of their legal, moral and spiritual obligations to promote equal opportunities for all pupils and staff regardless of race, ethnic origin, gender or disability.

General statement of educational policy

The Governors have responsibility for the curriculum and general conduct of the School. Much of the curriculum will concern itself with the provision of opportunities in a wide range of areas of learning for the development of each individual's potential, value and self-worth. It is the Governors' policy that pupils will be treated on their individual merits.

Target	Actions	Timescale	Responsibility	Success Criteria
Monitoring and reviewing progress and learning Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly with full review and update in Autumn term annually	Headteacher SENCO Governing Body, particularly SEN Governor and Teaching, Learning and Curriculum subcommittee	Governors fully informed of progress Accessibility Plan (this document) is annual posted on school website
Pupils who may require different Provision.	Liaise with nursery providers to review potential intakes	Annual	EYFS teacher in the first instance	Necessary procedures / equipment / ideas in place
Building confidence and differentiating the	Be aware of staff training needs and assign CPD accordingly	On-going and as required	Headteacher SENCO	Lesson observations demonstrate improved staff confidence in strategies used and increased pupil participation

support learning	Make sure software installed where needed	On-going and as required	SENCO	Wider use of SEN resources for learning
Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	Headteacher Governing Body	No policy conflicts with provision of opportunities for all
Engaging families	Maintain close liaison with parents	On-going	Headteacher Teachers Teaching Assistants	Clear, collaborative working

Collaboration between all key Personnel	Maintain close liaison with outside agencies for pupils with on-going health needs eg children with severe asthma, epilepsy or mobility issues	On-going	Headteacher Teachers Teaching Assistants Outside agencies
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents	Termly	Headteacher SENCo Teachers Parents
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents	Termly	Headteacher SENCo Teachers Parents
Opportunities for children to see positive role models with disabilities	Visitors into school, particularly during themed weeks Continued purchase of materials which portray positive images of people with disabilities	On-going	School leaders Teachers
Review PE curriculum to ensure PE accessible to all	Teachers co-teach with sports coach	From September 2014 as required	Health leader Sports teacher

To improve access to the physical environment

At St Patrick's RC Primary School We have a wide range of equipment and resources available for day to day use. We keep resources up to date. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual needs, resources are adapted when a pupil's needs are known.

Having been built in 1996, St Patricks has very good provision for accessibility within the school, in that:

- It is all on one level, so no stairs to negotiate.
- The school is small and can be entered from a range of entry points.
- The doors to each classroom can be slid back to create an extremely large entry area
- The main corridor has double doors which swing back, also creating a large space for access.
- New extension blends homogenously into school design and access via playground and school with wide doors.
- Well maintained disabled toilet with good access.
- Extensive and highly detailed fire plan, with regular drills, maximising the benefit of multiple egress.
- Provision already made for a range of disabilities within the school e.g. visual, aural, etc.



target	actions	timescale	responsibility	Success criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly, with full review and update in Autumn term annually	Headteacher SENCo Governing Body, particularly Health and Safety Governor and Resources sub-committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
Physical environment of school remains attractive and engaging for all	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible Facilities and fittings.	On-going	Senior Leaders School Resources Manager	Enabling needs to be met where possible
Visually stimulating environment for all children	Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning		Teachers Teaching Assistants	Monitoring shows all aspects are at least good, with few essential actions: learning environment walks physical environment checks

Awareness of access needs of pupils, staff,	Create access plans for individual disabled	As required	Senior leaders School Resources Manger	Needs are met
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governors, parent / carers and visitors with disabilities	pupils as part of the IEP process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers Consider access needs during recruitment process	Induction and on-going if required Admissions form for new parents / carer Recruitment process		
Pupils with medical needs are fully supported	Provide training in use of Epi-Pen (named first aiders); administering medicines (most staff)	Annual	Health And Safety co-ordinator	Ensure all First Aiders certificates are up to date. September 2016
Roads and paths around school are as safe as possible	Communication with parents via safety messages / letters / Bike ability for year 6 children	On-going	Headteacher Site manager Health and Safety Governor Health and safety co-ordinator	No accidents
Maintain accreditation of Enhanced Healthy Schools award	Continue to work towards agreed targets	On-going	Health Leader	Achievement of award
All pupils with mobility issues can be safely evacuated	All personal evacuation plans (PEP'S) are in place and up-to-date, and that staff (including new staff) are aware	On-going	Health and Safety co-ordinator Headteacher	In-place Successful fire drills
Improved access for visually impaired people	Clear enlarged signage in place Adaptions to work station, adaptions to any equipment needed, None slip flooring, Automatic lighting No steps throughout the building	2014-2016	Site Manger SENCO Teaching staff	Work carried out

Consider wider physical environment in which teaching and learning takes place	Investigate other venues to confirm that physical access is suitable; include Halifax swimming pool (swimming)	2015-17	Educational Visits Coordinator School Resources Manager	Written confirmation or on inspection of the venue
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness Consider Metro My Bus company with easier access	As required	Educational Visits Coordinator School Resources Manager	EVOLVE form and risk assessments all completed All pupils in school able to access all educational visits and take part in a range of activities
Informed decisions are made with regard accessibility	Health and safety audits are carried out with additional consideration of accessibility	Annually	Site manager Health and Safety Co-ordinator Health and Safety Governor	Audits begin to inform the Accessibility Policy and Plans
Informed decisions and challenge are made with regard accessibility	Governing body list awareness of accessibility / Disability Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new governors	Annually	Headteacher Chair of Governors	Resources sub-committee begins to challenge and support around disability

Aim 3: To improve communication between school and pupils, parents / carers

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work. We want to include actions to engage even more some of our parents / carers. Currently, we share information with parents / carers in ways including letters , website and text message.

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

target	actions	timescale	responsibility	Success criteria
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Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly, with full review and update in Autumn term annually	Headteacher SENDCo Governing Body, particularly SEN Governor and Teaching, Learning and Curriculum and Pupil Support sub-committees	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
All pupils feel confident to fully disclose information with regard to their disabilities	Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively – do so via circle times, assemblies; in addition: within new curriculum (e.g. whole school themed weeks)	All year round	Headteacher Health Leader Learning mentor	Positive feedback from pupils Lesson observations New curriculum in place Long term planning and topic plans
Pupils: All pupils (and staff) are fully aware of the definition of disability and examples	Develop new curriculum, including whole-school themes around humans and PSHE, with this in mind	From September 2016,	Headteacher Learning mentor	Pupil interviews New curriculum in place Long term planning and topic plans
Pupils: annual reviews of children with SEND are as accessible as possible	Review how child-friendly Individual Education Plans are	2016-17	SENDCo	Revised processes in place Positive user feedback
Parents: gather information about new parents and accessibility needs	Amend admissions form to include question about accessibility needs of parents / carers	September 2016	Hedteacher Administrator	Written confirmation

Equality, diversity, cohesion

Purpose of the Document

The overall objective of the St Patrick's Catholic Primary School and Community Nursery School Equality, Diversity and Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

1. Policy statement

Throughout this Equality, Diversity and Cohesion Policy, St. Patrick's School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favorable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives, or, spent convictions.

Equality and Diversity is more than just meeting legal obligations, or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

At St. Patrick's School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parent and carers and the wider community.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Guiding Principles

These principles have been drawn from a specimen school policy for equalities prepared by the DCSF and we fully endorse and accept them.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

4. Community cohesion

At St. Patrick's School we have some children and young people have a statement of special Education Needs/EHC plan.

Although the school is none denominational, the school follows a generally Christian ethos, but celebrates the diversity and value of other faiths through the curriculum and assemblies.

There were no permanent exclusions in the twelve month period preceding this document.

5. Responsibilities

Responsibilities

Leadership and Management

Commitment

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible as indicated in the school's Vision Statement and this Equality Policy.

Governing Body

The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.
- Making sure the Equality Policy is regularly monitored and reviewed.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities

Visitors and contractors are responsible for following relevant school policy.

6. Staff development

Staff undertake training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements as and when appropriate. This may take the format of staff-meeting updates or full training sessions when needed. All staff are given equal opportunity to take part in staff training and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

7. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in September 2019.

8. How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress each term to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis we are aware of any groups or individuals who are not making at least expected progress.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

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9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

1. from the monitoring and analysis of pupil progress in the identified groups.
2. from the monitoring and evaluation data evidence files
3. from involving relevant people.

Objectives are chosen in order to:

i. promote equality of opportunity for members of identified groups

ii. eliminate unlawful discrimination, harassment and victimisation, and

iii. foster good relations between different groups in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation and
- age.

10. Equality Objectives 2016 - 2019

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
Ensure that the curriculum reflects the school's religious and ethnic diversity
Ensure that staff and the governing body are aware of current legislation surrounding diversity and equality and understands the school's responsibility
Ensure that all pupils make at least expected to good progress over each academic year.
To continue to raise achievement throughout the school for all groups of pupils.

11. Community Cohesion Plan 2015- 2018

The choice of appropriate actions to promote community cohesion is based on the needs identified, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
1. Teaching, learning and the curriculum	<ul style="list-style-type: none"> *helping children and young people to learn to understand others *to value diversity whilst also promoting shared values *to develop the skills of participation and responsible action
2 Equity between groups in school, where appropriate	<ul style="list-style-type: none"> *to ensure equal opportunities for all to succeed at the highest level possible *remove barriers to access and participation in learning and wider activities *working to eliminate variations in outcomes for various groups
3 Engagement with people from different backgrounds, inc. extended services	<ul style="list-style-type: none"> * to provide reasonable means for children, young people, their friends and families to interact with people from *different backgrounds *build positive relations receive services which build positive interaction and achievement for all groups

Signed: _____ L

Brown _____ Headteacher

Signed: _____ N

McCullough _____ (Chair of
Governors)

Date ratified by Governing Body ____ September 2016 _____

Date to be reviewed _____ September 2019