

## **SINGLE EQUALITY POLICY** **and Accessibility Plan**

### **OVERVIEW**

The Single Equality Act which came into place Oct 1<sup>st</sup> 2010 brought together the duties that are already set out set out in our Race, Disability and Gender policies into one single Equality Duty. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all nine of the equality strands: age, disability, gender, gender-identity, race, pregnancy, maternity, religion or belief and sexual orientation. At St Nicholas CE (VC) First 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.

### **Send and Dyslexia Friendly Schools' Policy Statement**

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools' Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.

### **OBJECTIVES**

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum and to foster good relations between all people.
2. To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race,

ethnic or national origin, disability or religious beliefs.

4. To recognise and celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum apply this policy to all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school.
7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

## **STRATEGIES**

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents and governors will be involved and consulted about the provision

being offered by the school.

3. Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equity duty underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognized as a positive, rich resource for teaching, learning and the curriculum.
5. CPD opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
6. Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
7. The positive achievements of all pupils will be celebrated and recognised.

## ***OUTCOMES***

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all the reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of our school community. We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation.

Having 'due regard' at this school means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making.

## **Further Improvement**

Under the Equality Act 2010, due regard has been given to equality considerations when reviewing this policy in accordance with the requirements of The Single Equality Act 2010

This policy was agreed by Governors in Autumn 2014

This policy will be reviewed in line with the school policy review schedule.

## Accessibility Plan

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Improving curriculum access				
Training to ensure that learning matches the needs of all learners in Maths and English	Review training requirements invest in high quality CPD.	All teachers and support staff more fully meet the learning needs of every individual regardless of any equality strand.	Academic year 2014-2015	
Put statement on website to ensure all information is available to all.	Review current school publications and promote the availability in different formats for those that require it.	School information for all.	Autumn 2014	
Evaluate and improve pupil access to ICT	Work with staff, PTFA and governors to increase pupil access to ICT in all year groups	Purchase of laptop trolley and iPads which will bring ICT to pupils and integrate it throughout lessons.	Spring 2015	
Improving physical access				
Ensure environment supports those with physical difficulties	Implement a building project that will increase access for all.	Improved signage, additional disabled toilet, creation of greater working spaces for children who have additional needs.	Summer 2014 and beyond	

Increase access to outdoor areas for youngest children in school	Increase and develop outdoor classroom for children in Nursery and Reception as identified by Ofsted (Nov 2013)	Improved access, wider range of outdoor activities planned for to engage all groups of young learners (girls/boys, Autumn, Spring and Summer births, access for FSM and SEN pupils.)	Autumn 2014	
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