

St Nicholas CE First School Single Equality and Accessibility Plan 2017-2018

OVERVIEW

The Single Equality Act which came into place Oct 1st 2010 brought together the duties that are already 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 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 reviewed and agreed by Governors in Autumn 2017

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

ACCESSIBILITY PLAN

Targets for 2017-2018	Strategy	Outcome	Timeframe	Achievement
<p>Curriculum</p> <p>Ensure that revised marking is understood and useful to all groups of learners</p>	<p>All staff to follow the revised school marking and assessment policy and all children have time to respond to marking.</p>	<p>Marking is purposeful and supports children in strengthening understanding and making progress.</p>	<p>Ongoing</p>	<p>All groups of learners understand how marking supports their development and carry out actions arising from feedback independently.</p>
<p>Parental engagement</p> <p>To ensure information sent to parents is accessible to all.</p>	<p>Text service communicates quickly and efficiently to parents. Limited reading required. Language is appropriate and accessible. Office staff are available to support parents with access needs.</p>	<p>All parents have access to appropriate information and feel well informed.</p>	<p>Autumn term and ongoing</p>	<p>All parents are well informed at all times.</p>
<p>Pupils</p> <p>To ensure all SEND and Pupil Premium monies are directed to the pupils for whom it is meant to be directed and used to improve access, life chances, education and wellbeing.</p>	<p>Maximise opportunities to all pupils. Removal of any barriers to access.</p>	<p>All pupils access a rich, varied and full school entitlement.</p>	<p>Ongoing</p>	<p>Increased opportunities available.</p>
<p>Teaching and Learning</p> <p>Continued work to improve differentiation and match of learning to the needs of the learner so as to ensure all needs are well met.</p>	<p>Improve differentiation so that all children are well motivated, challenged and supported at their individual level.</p>	<p>All children make good progress and thrive.</p>	<p>Ongoing</p>	<p>All children make Good progress and reach their academic potential.</p>