



# Accessibility

## (disability and equality)

### STATUTORY POLICY

#### School Mission Statement

*"...if you have faith as small as a mustard seed...nothing will be impossible."*

(Matthew: 17 v20)

#### **VISION STATEMENT:**

Our vision is to put *God* and *Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed "*...if you have faith as small as a mustard seed...nothing will be impossible.*" (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment in which all can flourish.

#### **To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness**

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of "**life in all its fullness**" (John: 10 v10)

Review every 4 years – publish annually

Reviewed: October 2018

Next review: Term 1 2022

## Accessibility (disability and equality) Policy Statement

### Mission Statement

Our mission is to create a school in which every member feels valued, irrespective of their race, gender or disability and where the development of the whole child is paramount.

We expect high standards from all, and try to provide the maximum opportunities for every member to fulfil their individual potential. Our Christian ethos encompasses tolerance and cultural diversity, which will enable us to embrace the challenges of our world.

We strive to make our learning and working environment a safe, but vibrant and stimulating place from which children can begin their journey of lifelong learning.

Our School Christian Values are: **Respect, Love, Faith, Compassion, Kindness, Forgiveness** and this policy is read with these and our mission statement in mind.

We recognise our duty and responsibility to establish equality for all students, staff other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our **Single Equality Scheme (SES)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspect of our provisions, criteria and practices (PCPs). We recognise within the Scheme the inequality linked to poverty and socio-economic factors.

### Introduction

#### **Disability**

Duties under part 5A of the Disability Discrimination Act 2005 (DDA) require the governing body to:

- Promote equality for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties

Duties in part 4 of DDA require the governing body to increase access to education for disabled pupils in 3 ways through an Accessibility Plan:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving delivery of information to disabled pupils (e.g. signing, audio)

Parts 2, 3 and 4 of DDA apply to the different aspects of the school's operation and the scheme shows how the school is meeting its duties to promote disability equality across all the following areas:

- Employment
- Provision of services
- Education

#### **Gender (sex)**

Duties under the gender Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sex
- Promote equality of opportunity between men and women
- Promote equality of opportunity between boys and girls

### **Race**

Duties under the Race Relations (amendment) Act 2000 require the governing body to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups
- Record racist incidents and report them to the local authority as required annually

### **Religion, Belief and Sexual Orientation**

Duties under the Equality Act 2010 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation
- Eliminate unlawful discrimination and harassment on the grounds of religion or belief.

### **Purpose of the equality scheme**

*The purpose of our equality scheme is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including disabled pupils, staff, parents, women, men and different racial groups within the school.*

*In order to do this Northbourne CEP School will:*

- Establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents
- Promote equality of opportunity between disabled and non-disabled people, women and men, and between different racial groups
- Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity
- Promote positive attitudes towards disabled people
- Encourage participation of disabled pupils, parents, staff and carers.
- Take steps to meet disabled people's needs even if this requires more favourable treatment

### **Action/ Responsibilities of School's Leadership team**

- Raise awareness of duties with all staff, governors, parents and pupils
- Ensure understanding of the broad definition of disability within the DDA
- Refer to "Implementing the DDA in schools" (pub by Disability Rights Commission)
- Encourage pupils, parents, staff and other users of the school to disclose any disability
- Refer to "Gender Equality Duty and Schools" (pub by Equal Opportunities Commission)
- Work with trade unions as appropriate to implement gender duty in employment functions
- The SLT and governing body will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people
- Ensure equality of opportunity permeates the whole curriculum and Christian ethos of the federation
- Acknowledge the richness and diversity of British society and to help prepare children for their role in that society
- Be responsive to changing needs
- Monitor and maintain behaviour records to ensure that there is no bias or discriminatory behaviour

### **Involvement of pupils, staff, parents and other users of the school**

- Northbourne CEP School will consider and plan to involve pupils, staff, parents and other users of the school in relation to race, disability and gender equality duty.
- Northbourne will continue to take into account the preferred means of communication for those with whom they are consulting.
- Northbourne ensures the involvement of a range of people to hear a range of views to meet the disability, gender and race duties.
- The views of the pupils, staff, parents, trade unions and other users of Northbourne will be used to set priorities.

### **Information gathering**

The collection of information is crucial to supporting Northbourne CEP School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help us identify which of our priorities have been achieved.

Information to be gathered

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds
- Education opportunities available to and achievement of disabled, female and male pupils
- All efforts will be made to collect information regarding disabled pupils, parents, carers, staff and other users of the school
- Pupil attainment of boys and girls
- Sport and activity choices of both genders
- Bullying and harassment on the grounds of gender, disability and race

### **Impact assessments**

Impact assessment refers to the review of all current and proposed policies and practices in order to help schools act to ensure no racial group, gender or disabled person is disadvantaged by school activities and to promote race, gender and disability equality.

Impact assessments will be an ongoing process and part of the action plan in each area. Every new policy will be drawn up with regard to our duties.

The KCC Equality Impact Assessment Tool will be used as a basis for making impact assessments.

### **Priorities for Northbourne CEP School Equality scheme**

Some of the priorities are likely to be:

- Improving access to information
- Improving involvement of disabled pupils, staff and parents
- Planning the cycle of impact assessments to be made
- Staff training and information dissemination

### **Accessibility**

The governing body and staff at Northbourne CEP School are totally committed to the schools ethos of inclusion. To this end, Northbourne works hard to develop and maintain a close partnership with families and external agencies to meet the needs of all pupils and their families to ensure the school is fully accessible to them.

Access arrangements are considered and implemented on an individual basis as, in our experience; each person's needs are different and are best met in ways that are pertinent to them even though the challenges they face may appear to be similar.

When determining access arrangements consideration will be given to:

- Preparation for entry to school
- The curriculum: teaching, learning and activities
- Classroom organisation
- Timetabling and groups of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Break times
- Interaction with peers

- Assessment arrangements
- School discipline and sanctions
- Display of work
- Exclusion procedures
- Educational visits
- Extra-curricular activities
- Enrichment opportunities
- Arrangements for working with other agencies
- Preparation for transfer to new classes and secondary school
- Allocation of support staff
- Sharing of information

There are many effective examples of this philosophy working in practice throughout the school. Our plan to ensure the future accessibility for all pupils and families will be dealt with in the following two ways:

1. When individual needs arise, the school will work closely with the pupil, family and relevant outside organisations to determine the most appropriate arrangements to ensure access.
2. When building improvements and maintenance is undertaken at the school due regard will be paid to current legislation and guidance regarding access.