



St. Augustine's Catholic Primary School

Equality and Accessibility Plan and Policy (including Race Equality & Equal Opportunities)

2021-2024



Autumn 2021-Autumn 2024

This is a working document which will be monitored and reviewed annually.

1. Statement

- a) In accordance with our mission statement; “We come to school to live and learn happily together by loving ourselves and each other as Jesus teaches us”, we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality and
 - to respect the equal rights of our staff, parents and other members of the community.
- b) We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
- ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.

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. They also relate to the Herts Council procedure for recording incidents involving pupils in schools.

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

This scheme also covers the statutory requirements outlined in the EYFS Statutory Framework

3. Responsibilities

The Governors as a whole are responsible for:

- drawing up, publishing and implementing the school’s equality objectives
- publishing the policy and objectives on the school website
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reviewing annually with FGB

The Head Teacher is responsible for:

- making sure steps are taken to address the school’s stated equality objectives;
- making sure the equality and access plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents and
- enabling reasonable adjustments to be made, in relation to disability for students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality 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.

The Head Teacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

4. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

If training is available and requested, it will be delivered in the Inset programme as part of the ongoing needs and development of staff as identified by the Head Teacher.

5. 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 on the school website.

The scheme will be kept under annual review for four years and then reviewed and changed Autumn 2024.

6. Reporting on progress and impact

A statement will be published by the governors via the school website, flagged by the newsletter at the end of Summer term each school year, i.e. 2021,2022,2023,2024

7. How we conduct equality impact assessment and select our equality objectives

This section outlines our process for monitoring the potential impact of school practice in terms of:

- Ethnicity;
- religion or belief;
- socio-economic background;
- gender and gender identity;
- disability;
- sexual orientation and
- age.

Information is gathered from stakeholders to understand views on issues specifically relating to equality issues and these are used to develop our equality objectives. Monitoring will take place through the Head Teachers reports and those of this committee. We will regularly communicate with parents and pupils about their perceptions of equality in school.

Information gathering:

- Specific equality questionnaires, collecting views from parents, staff and governors are undertaken every 4 years to support development of a new Equality Plan
- Discussions between Head Teacher and upper KS2 pupils are undertaken to gather views and ensure children in each cohort have the ability to be involved in understanding equality issues

The results will highlight strengths and areas for development of our Equality Plan.

Equality objectives identified by this process are included in the four-year plan in Section 9 below, and in the School Development Plan as appropriate.

Our equality objective-setting process has involved gathering evidence from the equality impact assessments and data gathering listed above.

The evidence was then analysed in order to choose objectives that will:

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

8. Equality Objectives 2021-2024

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
<p><i>Prepare the children for the world they will be living in by ensuring the curriculum is rich and diverse and resources are available to meet that rich and diverse curriculum.</i></p> <p>[Research has been undertaken into a PSHE Association Programme within the curriculum and the Programme has been trialled in the school. The programme will be incorporated within the curriculum.]</p>
<p><i>Provide sufficient communication to parents and carers in relation to the work that we do in school in relation to the Equality Duty factors in general.</i></p> <p>[The school newsletter will continue to be used to update parents on the work that we do in relation to Equality Duty.]</p>
<p><i>Continue work to equip the school so that it is user friendly for all, regardless of mobility or other limitations.</i></p> <p>[Focus on ensuring that there are appropriate facilities within the school building to meet the needs of children with special educational needs. Hopefully these will include a storage area for wheelchairs, a lift etc. This will be in accordance with the BB103 (building bulletin) latest guidance for accessibility. Disabled toilets should have adequate alarm systems.]</p>
<p><i>To enable our EAL and non-verbal children to fully access the learning environment and improve communication.</i></p> <p>[Any additional training for staff that would prove beneficial for the children and advice from appropriate outside agencies to enhance meeting their needs, in addition to that already used, will be considered.]</p>
<p><i>Uniform will be reviewed to ensure appropriateness and to make sure that any changes do not contravene the Equality Act.</i></p>

Access Plan 2021-24

This can relate very closely to the disability elements of the equality objectives in Section 8 above, except that it covers **pupils only** whereas the equality plan includes all members of the school community.

Actions (focused on outcomes rather than processes)	
<p>i. Continue to improve the access of the physical environment for all.</p>	<p>Academic Years 2021-24</p> <ul style="list-style-type: none"> ▪ <i>SENCO to complete an annual accessibility audit of school buildings and grounds. Action Plan produced based on the findings.</i> ▪ <i>Modifications will be suggested to be made to the school buildings and grounds to facilitate ease of access for all in line with the findings of the audit.</i> ▪ <i>The school buildings and grounds are continually reviewed and modified to ensure accessibility for all.</i> <p>[Accessibility Audit completed annually. Ongoing/As required].</p>
<p>ii. Continue to train staff to enable them to meet the needs of all children, including those with SEN and/or a disability</p>	<p>Academic Years 2021-24</p> <ul style="list-style-type: none"> ▪ <i>SENCO to arrange ongoing programme of INSET for teachers and TAs, responding to current needs and areas for development.</i> ▪ <i>Work scrutiny and SEN focussed monitoring to be conducted by the SENCO and SLT.</i> <p>[Teachers and TAs are more knowledgeable and able to meet the needs of children with SEN and/or disability].</p>
<p>iii Provide specialist equipment to promote participation in learning for all pupils</p>	<p>Academic Years 2021-24</p> <ul style="list-style-type: none"> ▪ <i>Assess the needs of the children in each class and provide equipment as required e.g. writing slopes, specialist computer keyboards, pencil grips, voice recorders etc.</i> <p>[Appropriate equipment in place to provided good support for key pupils].</p>

Appendix A

Additional Equality Statements to be read in conjunction with published school policies

Pupils' attainment and progress

St Augustine's expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

St Augustine's recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and where appropriate take account of access issues, e.g. print size.

The quality of provision - curriculum and other activities

St Augustine's provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils with a disability;
- pupils who are in public care;
- pupils who are at risk of disaffection and exclusion and lesbian, gay or questioning young people.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

St Augustine's provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

Victims of harassment and bullying are given appropriate support. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

St Augustine's expects high standards of behaviour from all pupils, appropriate for their developmental level.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Herts LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

St Augustine's will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

St Augustine's will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

Leadership and management

St Augustine's will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs or EHCP's will be admitted in accordance with our Admissions Policy.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

St Augustine's adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Herts County Council and Diocese guidelines.

We will take steps to encourage people from underrepresented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

St Augustine's opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of St Augustine's

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages and
- reflecting the multilingual nature of wider society in our resources and displays.

Appendix B

Identifying Barriers to Access Checklist

Section 1: How does our school deliver the curriculum?

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?

General training given. Specific training would be provided for individual children as necessary. All teachers would use differentiation to target specific needs. They also know to access support from colleagues and Inclusion Leader. Catch up and interventions are used every day.

Are your classrooms optimally organised for disabled pupils?

Layout is planned to ensure good vision and mobility for all. We ensure that all children have access to manipulatives. Where necessary children are sat at specific places in class to promote good hearing and vision. Aids such as pencil grips, elasticated scissors and word banks are provided as required.

Do lessons provide opportunities for all pupils to achieve?

Lessons are differentiated to all for all different abilities. Appropriate provision is planned for those children with SEND. Use of Outreach facilities used as required. Colour coded questions are provided to aid differentiation along with colour coded activities / success criteria.

Are lessons responsive to pupil diversity?

As a Catholic school we believe that all people, however different are members of our family and no one should be treated differently. We do however take into account family situations, religions, cultures, languages in order to provide the best education possible. Pupil diversity is valued and contributions from all children is valued.

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

A range of different groupings are planned for in lessons, so that all children can work to their best ability.

Are all pupils encouraged to take part in music, drama and physical activities?

Yes, all children are encouraged to take part. Suitable adjustments are made if necessary
Lots of drama, music and PE in class including daily mile and fitter future. Children have log-ins to fitter future to use at home

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?

Specific training is always provided where required. Adjustments would be made by staff if necessary. We also need to remember that for children who have difficulty with their short-term and working memory will require additional take up time.

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?

Differentiation by task and outcome for some pupils. Pre-teaching and scribing opportunities as well as the use of word processors as required. Manipulatives and resources are freely provided in the classroom

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

We would seek advice from external professionals as required. Curriculum and equipment would be adapted as necessary so all pupils can join in to the best of their ability.

Do you provide access to computer technology appropriate for students with disabilities?

Yes. Computers and some iPads are available in all classrooms.

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?

Yes. Adjustments are made when reasonable to aim for the inclusion of all children on school visits. Support discussed with parents where necessary.

Are there high expectations of all pupils?

Yes. High expectations for all, irrespective of barriers to learning.

Do staff seek to remove all barriers to learning and participation?

Yes, lots of differentiation, parent packs, parent workshops, intervention and catch up. Regular meetings to discuss progress and inclusion of all pupils.

Section 2: Is your school designed to meet the needs of all pupils?

Does the size and layout of areas - including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities and playgrounds - allow access for all pupils?

The building is on one level and is accessible by all. There are ramps and a lift at access points where this has been deemed necessary.

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?

Wheelchair users are able to move around the school. There is a ramp and lift provided where this is deemed necessary. There is a disabled toilet and showering facilities are available. There is one fire door which does not have automatic opening – this needs to be reviewed.

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

Segregation of pedestrians and vehicles in place with a separate parking area for staff. Pedestrians have access via the main gates to the school – two cars are parked in there, but the Headteacher and deputy would not move vehicles between 8.20 – 9.20 and 2.45 – 3.45. There is one disabled parking space.

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?

Whole school evacuation plans are in place and staff Fire Marshalls trained. Personal Emergency Evacuation Plans are put in place for some pupils as required. Auditory alarm – not visual as yet. Practices take place half-termly.

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?

At present not required. Tactile buttons on the lift.

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

The school building is quite busy and some classrooms are cluttered with signage. Area for future focus.

Are areas to which pupils should have access well lit?

Lighting good throughout the school building.

Are steps made to reduce background noise for hearing impaired pupils such as Soundfield systems and noise equipment?

Not required as yet. Adaptations would be made for pupils if required in the future.

Is furniture and equipment selected, adjusted and located appropriately?

Provision made for individual pupils as required.

Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information?

Information is adjusted as necessary to suit the needs of the children.

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud or overhead projections and describing diagrams?

Yes, lessons are planned to cater for a range of learning styles.

Do you have the facilities, such as ICT, to produce written information in different formats?

Yes. Packages such as 'Communication in Print' would be used if required.

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Advice would be sought and used from external professionals as required. Training would be arranged as required.