



## SINGLE EQUALITY POLICY and Accessibility Plan February 2019

### OVERVIEW

The Single Equality Act which came into place Oct 1<sup>st</sup> 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 Birches 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 Birches First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel whatever their ability. Teachers take into account children's different learning styles through varied and flexible provision across a broad and balanced curriculum.

We hold the Dyslexia Friendly Schools' Full Status. We believe that our Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies.

## 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 February 2019

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



## Birches First School Accessibility Plan 2018-2019

<u>Target</u>	<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Achieved?</u>
Increase access to the curriculum	1. Marking clearer to children	<ul style="list-style-type: none"> <li>Children have a clearer understanding of their next steps to improve their work.</li> <li>SEND children will be identified on planning, showing clear differentiation through Quality First Teaching</li> <li>All children are supported who have Dyslexia or Dyslexia tendencies with appropriate strategies in place, in line with the school's Dyslexia Friendly full status</li> </ul>	NS	Ongoing	
	2. Clear differentiation on planning for SEND children		All staff	Ongoing	
	3. Dyslexia Friendly strategies in place for classroom support		All staff	Ongoing	

<i>Increase access to the physical environment</i>	<i>4. Provide a removable ramp as and when required for visitors</i>	<ul style="list-style-type: none"> <li><i>A ramp will be provided as and when required to support visitors and learners with mobility needs</i></li> </ul>	<i>NS</i>	<i>Ongoing</i>	
<i>Consider future plans for pupils registering with the school with mobility and visual needs</i>	<i>5. To improve lighting further with the possibility of sensor lights around school</i> <i>6. Consider doors with sensors to aid mobility</i>	<ul style="list-style-type: none"> <li><i>Improved lighting may be considered in corridors with sensors</i></li> <li><i>Consideration of having doors with sensors to aid mobility for any child with mobility or visual needs in the future</i></li> </ul>	<i>NS</i>	<i>Ongoing</i>	
<i>Increase access to written materials</i>	<i>7. Continue to use cream paper</i>  <i>8. Newsletter improvements</i>	<ul style="list-style-type: none"> <li><i>Cream paper will continue to be used to support learners and parents/Carers with Dyslexia needs</i></li> <li><i>Newsletters will be monitored and improved to support parent and carers needs. Provide a DF</i></li> </ul>	<i>VB</i>	<i>Ongoing</i>	

	<p>9. Common font throughout school</p>	<p>version for parents on request.</p> <ul style="list-style-type: none"> <li>• A common font will be implemented across the school to support learner's needs.</li> <li>• Policies will continue to be made available upon request for individual's particulate needs.</li> </ul>			
	<p>10. Continue to offer policies etc. in other formats - large print, audio tape, braille.</p>		NS	As and when required	