

SINGLE EQUALITY POLICY and Accessibility Plan

OVERVIEW

The Single Equality Act which came into place Oct 1st 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 Codsall Multi Academy (CMAT) our schools 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 CMAT, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel whatever their ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through a broad and balanced curriculum.

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 Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- 2. Parents, pupils 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 will be reviewed in line with the school policy review schedule. Please find Birches First School Accessibility plan attached.



Birches First School Accessibility Plan 2021-2022

<u>Target</u>	Action	Success criteria	<u>Lead person</u>	<u>Timeframe</u>	<u>Achievement</u>
Increase access to the curriculum, ensuring that learning is accessible to all and addresses any barriers that are in place: societal, financial, access etc.	1. All staff to follow the revised marking with clearer WALT's and success criteria's, allowing children the time to respond to marking. 2. Clear differentiation on planning for SEND children 3. Dyslexia Friendly strategies in place for classroom support	 Teachers have a secure understanding and follow the marking and assessment policy. Marking is purposeful and supports children in strengthening understanding and making progress. Children have a clearer understanding of their next steps to improve their work. SEND children will be identified on planning, showing clear differentiation through Quality First Teaching All children are supported 	Teaching / Support Staff / SV / JF	Ongoing Ongoing	
		who have Dyslexia or Dyslexia tendencies with appropriate strategies in		Origothig	

		place, in line with the school's Dyslexia Friendly full status			
Increase access to written materials, ensuring that all information sent to parents is accessible to all.	 4. Continue to use cream paper for children who need it and parents/carers. Ensure staff are aware of who needs it including supply staff. 5. Newsletter / user friendly for parents/carers 6. Common font throughout school 7. Continue to offer policies etc. in other formats – large print, alternative font audio tape, braille. 	 Cream paper will continue to be used to support learners and parents/Carers with Dyslexia needs Newsletters will be monitored and improved to support parent and carers needs. Provide a DF version for parents on request. A common font will be implemented across the school to support learner's needs. Policies will continue to be made available upon request for individual's particulate needs. 	Office staff	As and when required	

Mrs J Ferretti

SENCo

April 2021

Review – April 2022