

Accessibility and Equality Policy



Policy Title	Accessibility Policy
Policy Created / Amended	January 2021
Policy Ratified	
Policy review cycle	Annual
Policy Review Date	January 2022

Aims:

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The foundation of this policy is the Unity Schools Partnership Trust's Equality objectives which are accessible at: <https://www.unitysp.co.uk/policies/>

In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional, physical and moral and spiritual needs the school will endeavour to:

- Provide a curriculum that is accessible to all pupils
- Provide an environment which is accessible to everyone
- Provide access to information for pupils and parents

Equality objectives

- To promote spiritual, moral, social and cultural development through all aspects of life at our schools, both inside and outside the classroom. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond and develop a culture of growth mindsets, avoiding labelling of learners based purely on a notion of fixed levels of ability.
- To model teaching and learning behaviours that avoid labelling.
- To narrow the gap between boys' and girls' and disadvantaged pupils and other pupils.
- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school through our curriculum.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 with particular focus on homophobic bullying and prejudice.
- To tackle prejudice and promote understanding in relation to people with disabilities.

Access to the curriculum

Glemsford Primary Academy is committed to providing equality of opportunity for all pupils and students. In the context of the curriculum this means that opportunities

are given to all regardless of gender, race, ethnicity, religion, age, disability or sexual orientation.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies. Teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' support plan/EHCP targets and liaise with specialist and support services.

Furniture and equipment have been carefully selected as appropriate to the needs of learners.

School visits, are made accessible to all children irrespective of difficulties.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of children with medical needs. Children with specific medical needs or allergies have a care plan in place.

Access to the Environment

The school provides access to those in the community who have physical impairments. The main office is accessible to all and the majority of classrooms are on the ground floor. Our new nursery facility is all on one level and has a ramp for ease of access.

Pathways of travel around the school site and parking arrangements are safe. There is parking on site which includes disabled spaces. All play areas are fenced off from the car park by a gate or are sited to the side and rear of the building away from the car park.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are clearly identified throughout the school.

Access to Information for pupils and parents

Our aim is to ensure that every pupil and parent has access to all lesson plans, curriculum information and targeting / outcome grades on every pupil every day, 24 hours per day. In order to achieve this target the following steps have been taken:

1. Progress checks are sent home at least termly and targets are based on rigorous baseline assessment
2. EHCP's and Personal Support Plans use data from rigorous baseline assessment and other hard data available to all pupils and parents
3. Teaching monitoring data available to all parents and pupils
4. The School Based Guarantee that parents and pupil will have access to 'hard' copies within 24 hours
5. The school website will contain all relevant school information, in an accessible format, and will be kept-up-to-date

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