



St Nicholas^{CE}
First School

learning and believing, growing and achieving

St. Nicholas CE
First School, Codsall
Belvide Gardens
Codsall
Wolverhampton
WV10 7AN

St Nicholas CE First School Single Equality and Accessibility Plan 2020-2021

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 St Nicholas CE 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 St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools' Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.

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 reviewed and agreed by Governors in Autumn 2017. This policy will be reviewed in line with the school policy review schedule.

ACCESSIBILITY PLAN

Targets for 2020-2021	Strategy	Outcome	Timeframe	Achievement
<p>Curriculum</p> <p>Ensure that revised marking is understood and useful to all groups of learners</p>	<p>All staff to follow the revised school marking and assessment policy and all children have time to respond to marking.</p>	<p>Marking is purposeful and supports children in strengthening understanding and making progress.</p>	<p>Ongoing</p>	<p>All groups of learners understand how marking supports their development and carry out actions arising from feedback independently.</p>
<p>Curriculum</p> <p>Ensure that learning is accessible to all and addresses any barriers that are in place : societal, financial, access etc.</p>	<p>The rich curriculum is planned to allow for children to access activities that they would not have the opportunity to if it were not for school.</p>	<p>Children are well rounded and develop skills that prepare them for future learning and later life.</p>	<p>Curriculum review Spring 2019 and ongoing</p>	<p>A wide range of activities are available to children and ability, physical needs and other factors do not prohibit this.</p>
<p>Parental engagement</p> <p>To ensure information sent to parents is accessible to all.</p>	<p>Text service communicates quickly and efficiently to parents. Limited reading required. Language is appropriate and accessible. Office staff are available to support parents with access needs.</p>	<p>All parents have access to appropriate information and feel well informed.</p>	<p>Autumn term and ongoing review</p>	<p>All parents are well informed at all times.</p>
<p>Parental engagement</p> <p>To engage parents in wider family learning – to address issues such as Internet Use/Online Safety, parenting,</p>	<p>A programme of information sharing, education and development work with families.</p>	<p>All parents have access to the information that they need or the services that can</p>	<p>Spring 2020</p>	<p>Parents support their children well and feel that they have the information they require to support their pupils well.</p>

safeguarding, healthy lifestyles and support for learning.		support them.		
Curriculum To ensure that the curriculum continues to support the most vulnerable learners, including those with adverse childhood experiences and trauma.	All staff trained in Trauma Informed practice School self audit Key practitioners undertake home office self study Focus of lesson observations.	Where it is possible, all reasonable adaptations are made to support children with ACEs and trauma.	Ongoing	Children access the support, professional services and provisions that are reasonable for a mainstream setting to offer to support them to access school life.
Pupils To ensure all SEND and Pupil Premium monies are directed to the pupils for whom it is meant to be directed and used to improve access, life chances, education and wellbeing.	Maximise opportunities to all pupils. Removal of any barriers to access.	All pupils access a rich, varied and full school entitlement.	Ongoing	Increased opportunities available.