

Penwortham Primary School

Accessibility and Equality Strategy

2021- 2024

**Overview of Aims**

To increase the extent in which pupils with a disability or health need can access the school curriculum and promote good attendance.

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated

services.

To raise awareness of and break down barriers to perceptions of cultural difference.

**Introduction:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

* Behaviour Management Policy
* Curriculum Policy
* Equalities & Inclusion Policy
* Health & Safety Policy
* Special Educational Needs Policy
* SEND Information Report & Local Offer
* Safeguarding/Child Protection Policy
* The Accessibility Plan will be published on the school website.
* The Accessibility Plan will be monitored through the Governor BSPM Committee

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| **Key Objective:**To ensure that pupils who may have on going health needs have access to a full curriculum as far as possible and their health needs are met as far as possible and appropriate when in school. Enable pupils with health needs to attend school regularly and aim for high attendance.**Success criteria:** Regular meetings take place for all relevant stakeholders to ensure excellent communicationLinks with outside agencies are established to support the pupil |

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| **Objective** | **Pupils who will benefit from this objective** | **Action** | **Time Scale** | **Lead staff** | **Review****Success criteria** |
| To establish close liaison with outside agencies for pupils with on-going health needs.  | Pupils with short and long term health needs | ·establish strong relationships with families Ensure the school is represented at key meetings · Role of SENCO/ Learning Mentor established even further to promote collaboration · Cluster work with WRIST · Continued development of relationship with other agenciesHealth Support plans are written and updated as requiredMedical needs register is updated as requiredTAF meetings are held termly where a CAF has been opened.Provide CPD as required to enable staff to support the health neds of pupils. | ongoing | SEND leader  |  |

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| **Key Objective:** to promote cultural awareness across our school community so that there is evidence of cross cultural awareness in displays, resources and curriculum and pupils are able to share their understanding**Success criteria:** Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.Children have a better understanding of race and religions.Children understand that they are part of a multifaith society and learn the values of other religionsChildren have an understanding of rights. Children are reminded to show understanding and respect differences. |

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| **Objective** | **Pupils who will benefit from this objective** | **Action** | **Time Scale** | **Lead staff** | **Review against****Success criteria** |
| Identify where and how gaps in provision occur and effects of this on behaviour and attitudes etc of pupils | All pupils | Audit current provision to identify gaps where wider cultural awareness could be promotedAudit incidents in school to identify patterns in behaviours which may reflect lack or understanding and awareness |  | HH |  |
| To plan opportunities for cultural development in all subjects and topics | Race, Religion or belief | All staff to plan for cultural diversity in long term plans each half term. | Half termly | All teaching staff |  |
| To promote cultural development and understanding through a rich range of experiences.  | Race, Religion or belief | Programme of visits to include places of worship and larger towns and cities Programme of visitors organised for assemblies to share different faiths and cultures  On going Termly visitors Create a link with a school in a different cultural locationPlan assemblies for promotion of the celebration of different faiths, cultures etc | On going Termly visitorsFrom Jan 2021By Sept 2022By Sept 2021 | HH |
| Promote understanding and respect for children’s differences | Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment, | Hold an equalities assembly led by the children each academic yearEnsure that displays and resources show a range of cultures including reading books and library resourcesAny new resources are selected carefully to ensure they include a range of different cultures.Plan specific events weeks/days eg anti bullying week | At least annuallyongoing | Year 6 to lead Spring term |

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| **Key Objective:**To ensure that the school is as accessible as possible for all pupils, staff and visitors so that stakeholders and visitors are able to access the physical building independently**Success criteria:**Clear steps have been taken to promote equality of access for any pupils with disability |

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| **Objective** | **Pupils who will benefit from this objective** | **Action** | **Time Scale** | **Lead staff** | **Review****Success criteria** |
| Improve physical environment of school environment. | Physical disability | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | ongoing | HHJC |  |
| Ensuring all with a disability are able to be involved in the full life of the school. | disability | Create access plans for individual disabled children as part of Pupil Passport process · Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. · Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events | As requiredBy Jan 2022annually | SEND leader |  |