

St Thomas of Canterbury RC Primary School

Single Equalities Policy

(The school's Accessibility Plan is attached to this policy)

2026-2029

**Reviewed: July 2026
Next Review: July 2029**

Mrs Tuson & Miss McDonagh

Admin@stthomasofcanterburyprimaryschool.co.uk (FAO – SENCO)

We are a Catholic family and welcome all into our vibrant community. We strive to make Jesus the centre of our lives. Each person is unique and we seek to inspire each other towards knowledge and joy as children of God. We nurture everyone to reach their full potential

Together with God, we reach for the stars.

Background

This policy is written in light of the 2010 Equality Act. However, as St. Thomas of Canterbury Roman Catholic Primary School is a Voluntary Aided school with a registered, religious character there are some general exceptions to the Act, which are followed by our school. These are identified in Appendix 1.

Aims and Values

St. Thomas of Canterbury RC Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered.

We are committed to the development of the whole person within a supportive, secure and creative environment.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability.

We endeavour to promote positive relationships with parents, governors and members of the wider community.

At St. Thomas of Canterbury RC Primary School, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life.

We seek to remove any barriers to access, participation, progression, attainment and achievement.

We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve;
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread, which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of any relevant improvement plans, policies and procedures;
- Publish and share our policies and impact assessments with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour, which demonstrates respect to others.

School Context

Our school is a warm, happy and successful place. Visit and you will see many smiling faces in the classrooms and hear laughter down the corridors. We have a long, and well established, track record of fantastic academic achievement, yet we are not an exam factory! We provide an enriching educational experience, offering a curriculum that provides opportunities for all; the musically inclined child to play an instrument and sing in our choirs, the sports enthusiast to compete and fine tune their athleticism, the budding artist to be inspired and create, the inquisitive engineering mind to be fulfilled by challenge and purpose. We achieve all of this through opportunity, challenge and expert teaching.

At St Thomas of Canterbury, we commit to enabling every child to learn to speak well, to read and write with understanding and flair and to be able to use numbers to calculate and solve problems. These basic skills are non-negotiable and are taught systematically, every day in school by our highly skilled teachers and learning support assistants. We endeavour to stretch all children beyond their current limits, fostering high expectations of what can be achieved. Intelligent practice really does make perfect.

Unlocking potential and removing barriers to learning is the promise and commitment of our school. **We work in partnership with all of our families to make high aspirations a reality for every child.** To coin a phrase, at St Thomas of Canterbury RC Primary we have the ambition, passion and dedication of staff who can “**raise the ceiling and also raise the floor.**” The children are at the centre of everything we do.

Leadership, Management and Governance

St. Thomas of Canterbury RC Primary School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- Working in partnership with families, the local authority (LA) and the wider community
- Promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

The Governing Body will:

- Ensure that the school complies with equality legislation by quality assuring and monitoring the policy.
- Meet requirements to publish an equality scheme.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored.
- Scrutinise the recording and reporting procedures annually.
- Follow the Diocesan guidance on admissions policy, which is fair and equitable in its treatment of all groups.
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

The Head teacher/Leadership Team will:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;

- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Evaluate and report on progress and attainment annually;
- Scrutinise attainment and progress of groups including gender, special education needs (SEN), disability and disadvantaged pupils;
- Seek views of stakeholders annually through questionnaires; ☐ Monitor attendance and take appropriate action where necessary;
- Report on racism, bullying, exclusions through the LA protocols.

The Staff will:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. The performance of all children will be monitored through the analysis of school, local and national data, staff Records of Concern, CPOMS, reporting of racism, teacher's attainment, SATs data, QCA assessment.
- In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.
- Racist / bullying incidents will be recorded and reported in line with the LA procedures.
- This policy will be monitored for its impact on all stakeholders.

General Ongoing Strategies:

- Clear statements on the unacceptability of: name calling, bullying, harassment, abuse.
- Activities of a non-stereotypical nature (home corner/role play, apparatus).
- Time and space for talk (Circle Time, PSHE).
- Opportunities for individuals to discuss about how they are feeling.

Encourage the sharing of experiences (cultural and others).

Review/update resources so that the message given should represent the children.

- Role play experiences to include addressing age, disability, race and gender.
- Provide a differentiated curriculum – by developing classroom approaches, which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.

- Provide an equal entitlement curriculum, which aims to offer the same coherent and balanced curriculum and learning experiences to all learners.
- Awareness of peer pressure.
- A positive position taken by all school personnel on bilingualism and culture by the use of more community languages or display in school, visitors to school.
- Staff on playground duty to look for vulnerable groups or individuals, assertive pupils, physical contact.
- Children will be encouraged to think about the exclusion of others and the effect it has.
- Introduction of appropriate role models in school.
- Use positive praise system for behaviour management.
- Involvement of children in decision-making.
- Monitoring groups within the classroom.
- Use assembly times to reinforce equal opportunity issues.
- Use of books, stories to reinforce positive attitudes.
- Resources reflect a variety of viewpoints and a diverse society.
- Clear definitive and understanding of the term 'bullying'.
- School Chaplains / St. Thomas' Troops
- Parental and pupil questionnaires.
- Induction arrangement for new pupils and new staff.

A clear programme to support children with English as an Additional Language.

Positive role models

- Pastoral support for all pupils.
- All new staff inducted.
- Involvement with the Parish and Community.

Equality Objectives 2026-2029

- Continue to increase the % of pupils reaching Early Learning Goals (ELG) by end of Reception to national average, particularly for disadvantaged pupils in school, whose attainment is moving closer to that of non-disadvantaged pupils nationally.
- Set challenging targets to increase the % of children working at age related expectations year on year.
- To promote positive role models in the school through opportunities for all children i.e. sports clubs, arts opportunities, and special events.
- Reduce persistent absence gap between SEND and non-SEND pupils.
- Increase pupil understanding of protected characteristics through PSHE Curriculum.

Legal and Local Framework

The legal and local framework for this policy is:

- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Public Sector Equality Duty (s149)
- SEND Code of Practice: 0–25 years (2015)
- Keeping Children Safe in Education (current version)
- Relationships Education statutory guidance (primary)

Religion or Belief

What we mean by RELIGION or BELIEF

A Religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism).

What we do:

- Children and families value their education. They are proud of their achievements and their school. The quality of relationships between children and staff and between each other is an outstanding feature of the school. Behaviour in lessons and around the school is impeccable and relationships are based on mutual respect. Common courtesies and good manners are explicitly taught and expected, starting in the Early Years and these are evident throughout school.
- We celebrate Catholicism, as we are a faith based school.
- Our curriculum teaches about other faiths and embraces difference and diversity.
- We provide trips and visits to other places of worship.
- Festivals, fasting days are all embraced here at STOC.
- Assemblies also focus on other religions as well as Catholicism.

What we aim to do:

- We will actively endeavour to find opportunities to promote and raise awareness of differences between religions and cultures.
- As a church school, we will follow the advice and guidance provided in Appendix 1 especially concerning the general exceptions to the 2010 Act for Catholic Schools.

Empower pupil chaplaincy team so that they are able to act as role models and increasingly lead prayer and worship across the school.

Disability

What we mean by DISABILITY

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

What we do:

- Our building is accessible for parents and visitors.
- We have an internal lift, which provides access to the second floor.
- Information for parents is accessible.
- Our curriculum is accessible to all children.
- We use dyslexia friendly approaches within our teaching.
- We use ASD friendly resources.
- Our RE, PSHE and general curriculum help us to teach about disability.
- CPD as and when required.
- We celebrate children's mental health awareness week & neurodiversity week.
- Our library books reflect disabilities, including hidden disabilities.

What we aim to do:

- Continue to reflect on practice & respond to the evolving needs of our school community.

Race

What we mean by RACE

The school adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics, which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

What we do:

- Black History Month (October) is celebrated through curriculum delivery culminating in a display for children and parents.
- PSHE scheme reflects positive images of multi-cultural society and celebrates diversity
- Staff recruitment embraces the cultural diversity, which is indicative of the area.
- Celebration of 'Friendship Week'.
- Cultural and Heritage Day.
- Celebrate diversity in school.
- Our library books include positive imagery of cultural differences.
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What we aim to do:

- Check visual imagery of race to promote positive messages; focus on the Early Years.

Pregnancy & Maternity

What we mean by PREGNANCY and MATERNITY

Pregnancy is the condition of being pregnant or expecting a baby.

Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a female unfavourably because she is breastfeeding.

What we do:

- Curriculum; Relationships and Sex Education (RSE) is delivered in school.
- Protocols, National and Local guidance on Paternity, Maternity etc. are adhered to.
- Facilities are provided for working mothers to accommodate their needs.
- We do not discriminate against pupils or staff in absences related to pregnancy or maternity.

What we aim to do:

- We will not discriminate against pupils or staff in absences related to pregnancy or maternity.
- We will seek to make arrangements for female pupils and/or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.
- Explore curriculum opportunities to break down stereotypical images and expectations of motherhood, roles, responsibilities e.g. looking after baby, working mothers, stay-at-home fathers etc.
- Raise awareness of changing roles in society e.g. stay-at-home fathers, single sex relationships and families/adoption etc. families an

Gender

What we mean by GENDER

The school is committed to promoting equality, dignity and respect for all members of the school community. We recognise that everyone should be treated fairly and without discrimination, regardless of their sex, gender identity or any other protected characteristic under the Equality Act 2010.

What we do:

- We abide by all employment guidance provided by the LA.
- We have a range of sports teams for both genders to be part of.
- Gender stereotyping is avoided, to break down cultural and gender stereotypes.
- In cookery club, we actively encourage boys to take part.
- Regarding reading, we have extended our main reading scheme to include high interest books specifically aimed at boys; Project X.
- The curriculum is adapted, if classes are boy heavy regarding literature.
- Staff recognise that gender identity is individual specific.

What we aim to do:

- Purchase books and posters, which challenge the stereotypical images and expectations of boys and girls/men and women.
- Challenge gender stereotyping.
- Support gender identity.

Sexual Orientation

What we mean by SEXUAL ORIENTATION

The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

- persons of the same sex
- persons of the opposite sex, or
- persons of either sex

The school extends the definition of this protected characteristic of sexual orientation to include:

- references to a person who is of a particular sexual orientation, or
- references to persons who share the same sexual orientation

What we do:

As a faith-based school, we promote Catholicism, whilst balancing our views with a sensitive and supportive approach to personal choice and preference. We consult with the Catholic guidance in Appendix 1.

What we aim to do:

- We follow National and Local employment guidance and protocols that no individual is treated less favourably for a reason, which relates to his/her sexual orientation.
- We will continue to develop our employment opportunities within the Catholic framework and National employment guidance.
- We will continue to follow advice and guidance by the C.E.S. for exceptions to the 2010 Guidance for Catholic Schools please refer to Appendix 1.
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Gender Reassignment

What we mean by GENDER REASSIGNMENT

We recognise that a person may express their gender in a way that differs from or challenges their physical gender that they were born with.

What we do:

We are committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourage practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender reassignment. We understand gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they:

- make their intention known to someone at the school
- behave or dress according to the gender they identify with
- undergo treatment such as surgery or hormone therapy
- have already received gender recognition under the Gender Recognition Act of 2004

The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

What we aim to do:

We are exploring curriculum opportunities and delivery in relation to the catholic ethos of the school and the advice provided by Salford Diocese in Appendix 1.

Appendix 1 Advice from Salford Diocese Briefing Notes (2/13)

General Exceptions to the 2010 Act: Catholic Schools

The general exceptions to the Act as laid down for schools with a religious character or a registered religious ethos can be identified thus;

Acts of Worship

The Act contains a general exception to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. The daily act of collective worship is not covered by the religion or belief provisions, which means that schools are acting lawfully where provision of an equivalent act of worship for other faiths is not undertaken.

The character and content of collective worship in a Voluntary Aided school continues to be determined by the Governing Body and for a VA school with a religious character such will be in accordance with the school's Trust Deed or in accordance with the beliefs of the religion or denomination specified for the school. For Catholic schools this means compliance with the teachings of the Roman Catholic Church.

Schools are also free to celebrate religious festivals particular to their tradition and would not be discriminating against children of other faiths by, for example in a Catholic school, putting on a nativity play.

Employment

All of the current characteristics in Catholic schools are covered by the employment provisions of the Act. It provides that for schools with a religious character it will not be unlawful discrimination to do things permitted by the School Standards and Framework Act 1998 and the 2006 Education and Inspections Act. The existing exemptions as they relate to schools with a religious character are therefore retained.

This means for Catholic schools that, in common with other Voluntary Aided schools with a religious character, they may give preference in connection with the appointment, remuneration or promotion of teachers at the school, to those whose religious beliefs or religious practice is in accordance with the tenets of their denomination, i.e. the Roman Catholic faith. This extends to the posts of Head teacher, Deputy Head teacher and Head or Co-ordinator of Religious Education which (cross reference the Bishops' memorandum on Appointment of Teachers to Catholic Schools) must be filled

by baptised and practising Catholics ¹. Likewise they may give similar preference to those who give or who are willing to give religious education at the school in accordance with the tenets of the Catholic Church ². Preference can be given to practising Catholics in non-teaching posts where there is a genuine occupation requirement ³. The conduct of a teacher which is incompatible with the precepts of the Church, or which fails to uphold its tenets, may be taken into consideration in determining whether the teacher's employment should be terminated ⁴. In addition, the Governing Body of a Voluntary Aided school, (like other schools with a religious character) has the power to dismiss a Religious Education teacher, without the consent of the Local Authority, on the grounds that s/he fails to give religious education efficiently and suitably ⁵.

Legal Data:

¹ Section 60, School Standards and Framework Act 1998

² Section 60, School Standards and Framework Act 1998

³ Section 37, Education and Inspections Act 2006

⁴ Section 60, School Standards and Framework Act 1998

⁵ Section 58, School Standards and Framework Act 1998]

For reference a genuine occupational requirement means that discrimination is permitted in cases where a person's sex, race or religion is a genuine occupational requirement for the job. For Catholic schools these are itemised here under the continued general exceptions to the Act. Examples from the sex discrimination legislation are where a job had to be held by a man and not a woman or vice versa to preserve decency or privacy, such as where the job involved visiting changing rooms while they are in use. Further exemptions relate to single sex sport.

Admissions

In Catholic Schools the Governing Body is the Admissions Authority for the school and makes decisions on admissions arrangements. It is their duty to ensure that such arrangements are compliant with the Admissions Codes and other relevant legislation. Further that:

- Admissions criteria are clear, fair, objective and transparent
- Arrangements are as simple as possible
- All parents' preferences are treated on an equal basis
- No discrimination is applied on the basis of race, sex (save in single sex schools), disability religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

However, in a Catholic school priority can be afforded to Baptised Catholic children where the school is oversubscribed and that action is in accordance with the school's published admissions policy. In

addition, and for all schools, age is not a protected characteristic in relation to pupils so allowing schools to admit and organise pupils in age groups. If these exceptions are not instanced in your existing Equality Policy then it would be useful to add them as an appendix to that Policy.

(iii) Delivery of the Curriculum

The content of the curriculum has never been caught by discrimination law and the Act states that it is specifically excluded. The delivery of the curriculum is however explicitly included. The DfE guidance highlights the relationship between protection because of sexual orientation and protection of religious freedom. It states that many people's views on sexual orientation/sexual activity are grounded in religious belief. It refers to concerns of schools with a religious character that they may be prevented from teaching in line with their religious ethos. It also refers to teachers having expressed concerns that they may be subject to legal action if they do not voice positive views on same sex relationships, whether or not this view accords with their faith. The guidance also refers to concerns that such schools may teach and act in ways unacceptable to lesbian, gay and bisexual pupils and parents when same sex relationships are discussed because there are no express provisions to prevent this occurring.

The guidance makes clear that, like all schools, those with a religious character have a responsibility to the welfare of children in their care and to adhere to curriculum guidance, it goes on to say that, provided their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Religious Education (SRE), then schools should not be acting unlawfully. Further that it would not be unlawful for a teacher in any school to express personal views on sexual orientation provided that it is done in an appropriate manner and context. The guidance however provides a note of caution about the influential role of a teacher and that their actions and responsibilities extend beyond the requirements of the equality legislation and that expressing personal views should not extend to allowing unlawful discrimination.

(iv) Gender Reassignment

In reality many of the protected characteristics within the 2010 Equality Act were already in place. However one that is new is the extension of the gender reassignment regulations to pupils. It may be that cases are relatively rare but to assist colleagues the CES has provided guidance on such which is provided as an Appendix to the Briefing Notes

For further advice/guidance see CES Guidance Notes for Schools at <http://www.catholiceducation.org.uk/schools/guidance-for-schools/item/1000069equality>

St. Thomas of Canterbury RC Primary School

Accessibility Plan 2026-2029

Plan reviewed: July 2026

Next review: July 2029

Mrs Tuson & Miss McDonagh

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Together with God, we reach for the stars

The Equality Act 2010 brought together previous anti-discrimination legislation, including provisions relating to disability.

1. To not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties within the Equality Act 2010.

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This Accessibility Plan is an integrated part of our School Improvement Plan. Accessibility planning is integrated into the school's over-arching planning process, including premises development, curriculum planning, repairs and maintenance.

We are working within a National Framework for educational inclusion provided by:

- SEND Code of Practice: 0–25 years (2015)
- The Single Equality Act 2010 di

Evaluation of the plan will look at what the school has implemented and what effect those measures have had. A range of evidence will form the basis of a judgement, including staff confidence in teaching children with SEND and/or a disability, parental satisfaction, outcomes for children, the physical environment, and participation of children and overall culture of the school.

This Accessibility Plan is shared with the Governing Body.

- This Accessibility Plan is available from school on request and can also be viewed on the school website.

Accessibility planning

Our strengths:

Buildings (Physical): Improving the physical environment of our school by:

- The school has good physical access, with wide corridors and doorways. Most of the building is carpeted or has suitable flooring.
- We have ramped access, a lift, medical/changing areas in the EYFS and low-arousal classroom.
- We have a shower in the school building.
- We have quiet spaces within each classroom.
- We have 2 toilets for the disabled.
- Ongoing development of the EYFS outdoor area.
- Sensory Space – Ivy Room.
- Development of our school garden & outdoor classroom.
- Wellbeing room.
- Sensory circuits in two locations.
- 2 car parks with disabled parking at the front of the building.
- After School/Breakfast Club care room.

Curriculum: Increasing the extent to which disabled children can participate in the curriculum by:

- Disabled pupils participate in all aspects of school life; productions, clubs, sports, visits, residential, trips etc. We ensure participation in all activities through careful planning and risk assessments and we utilise additional staffing, parents and training facilities to ensure full access and safety.
- Curriculum support is sought from Learning Support Service and other agencies.
- Levels of absence of disabled children and SEND children are in line with the rest of the school's population.
- There have been no permanent exclusions of children with SEND and/or a disability.
- We have a clear anti-bullying policy, which is monitored and updated regularly.

- Outcomes for disabled and/or SEND children are good. Children make expected or better progress over time.

Information: Improving the delivery of information to children and parents by:

- Access to information is planned. For example, dyslexic children have agreed access arrangements; those who have difficulty writing have scribes, lap-tops, iPad etc.
- We are a Dyslexia Friendly School; coloured overlays, reading rulers, highlighter pens, school text size and font are used throughout the school.
- We have communication friendly classrooms
- We have adopted Signalong in EY & KS2.
- Children have TA support as appropriate.
- Additional facilities, equipment, time and staffing are provided for those who need it eg a weighted blanket for an autistic child
- IEPs are shared with parents and children are aware of their targets.
- We have a clear policy on the administration of medicines, which is monitored and updated regularly.
- During whole class carpet sessions, TAs use resources with individual children during teaching time e.g. a number line, a smaller version of the text.
- Washing lines and working walls are in all classrooms.
- Our marking policy includes Shirley Clarke's ideology, where children are actively involved in marking their own work.
- School website provides information
- School Newsletter provides information
- Parents are kept informed via: text messages, interpreters, translated letters, Parent Partnership Service is used for SEND meetings, school newsletter, church newsletter, and website.

Accessibility planning

Our plans to improve – (Timescale 2026-2029):

Building (Physical): Improving the physical environment of our school by:

- Continue to improve the EYFS outdoor area.
- Continue to develop the wellbeing spaces in each classroom which have recently been established.
- Improving the school playground with the use of Opal resources.

Curriculum: Increasing the extent to which disabled children can participate in the curriculum by:

- Further improve our offer of Ordinary Available Inclusive Provision (OAIP) in all classrooms.
- Further provision of in-house CPD for staff on SEND/Disability/Equality issues from independent consultant.

Information: Improving the delivery of information to children and parents by:

- Explore School Council as a vehicle for consulting and developing a child-friendly version of the Accessibility Plan and the Single equality Policy;
- Continue to offer coffee Morning events to share key information with parents;
- Continue to communicate with parents through the use of;
 - Parent Hub;
 - Facebook;
 - Instagram;
 - school Website;
 - Parent Workshops.