



# St Matthias School

## Equality, Disability and Accessibility Plan

St Matthias School is committed to equality of opportunity for all students regardless of

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

### AIMS

We will aim to

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- include disabled people in all aspects of the life of the school and to promote positive images of disabled people through the school ethos and curriculum.
- develop a culture in which disabled people feel free to disclose information about any condition or impairment they may have, and confident that this information will be used positively by the school to make reasonable adjustments to meet their individual needs

### GUIDING LEGISLATION

This document meets the requirements under the following legislation:

- [\*\*The Equality Act 2010\*\*](#), which introduced the public-sector equality duty and protects people from discrimination
- [\*\*The Equality Act 2010 \(Specific Duties\) Regulations 2011\*\*](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [\*\*The Equality Act 2010 and schools.\*\*](#)

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

### **ADVANCING EQUALITY OF OPPORTUNITY**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a group by a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

### **FOSTERING GOOD RELATIONS**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through various aspects of our curriculum.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between diverse groups of students within the school. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics of groups, to help inform and develop our approach



# St Matthias School

## Accessibility Plan

As part of our commitment to equality of opportunity we aim to

- increase access for disabled students to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- improve access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.
- improve the delivery of written information to disabled students, parents, staff governors and others.

Targets	Strategies	Outcome	Responsibility	Timeframe	Goals achieved
<p><b>Access to Curriculum</b></p> <p>Ensure ICT appropriate for students with disabilities.</p> <p>Ensure appropriate aids are available for students with disabilities.</p>	<ul style="list-style-type: none"> <li>▪ Review accessibility of ICT (including notepads &amp; whiteboards).</li> <li>▪ Involve students in taking responsibility for use of radio aids</li> <li>▪ Training for teachers, TAs and other staff in working with deaf children.</li> <li>▪ Use of visual aids for VI students.</li> <li>▪ Overlays and reader pens</li> <li>▪ handwriting pens</li> </ul>	<p>Increased awareness amongst all staff of students with disabilities</p> <p>Students become used to seeing other ways of accessing the curriculum</p>	<p>SENCo</p> <p>Teacher of the deaf</p> <p>ICT Technician</p>	2019-22	Curriculum access for students with disabilities or specific learning needs improved
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all utilising feedback from student groups.</p>	<ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 17/8on Hearing impaired, SEN and ASD.</li> <li>▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are</li> </ul>	<p>Increased awareness of varying strategies to improve access ways of teaching and learning.</p> <p>Classrooms and resources reflect the variations in need.</p>	<p>SENCo through lesson observations and sampling lesson planning</p> <p>All staff</p> <p>Leadership Team and Governors</p>	2019-2022	All teachers and staff reflect improved awareness in their practice, classrooms and resources. Improvement in outcomes for children with disabilities

To ensure effective information re individual students	organised in accordance with student need. <ul style="list-style-type: none"> <li>▪ Student mobility between groups is well planned I communicated effectively</li> </ul>				
<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers.</li> <li>▪ Ensure school activities are accessible to all students.</li> <li>▪ Investigate TA flexibility to cover extracurricular activities if needed.</li> <li>▪ Training needed on risk assessments for trips and extracurricular activities</li> </ul>	Students are supported to participate in activities within school. All students become aware that there should be no barriers to joining in	SENCo EVC PE staff	2019-20	All students are able to participate fully in school life.
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to students with disabilities.</li> <li>▪ Introduce new policies</li> </ul>	<p>Directors of Learning will review policies for their subjects including staff from the department</p> <p>Leadership Team and SENCo overseeing</p>	<p>Directors for learning Leadership Team</p> <p>All staff</p>	2019-2020	All policies reviewed with regard to equality and accessibility

<p><b>Premises</b></p> <p>Increase site access to meet diverse needs of students, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ Review personal evacuation plans.</li> <li>▪ Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>▪ Review signage of room functions.</li> <li>▪ Ensure that access points are kept clear and ramps, lifts and other designated areas are kept clear and accessible</li> <li>▪ Students are aware of appropriate use of ICT equipment.</li> </ul>	<p>All staff will be aware of students and staff with PEPs. Clear signage in entrance hall to make visitors aware of procedures. Monitoring of access points and ramps on a daily/ weekly basis</p>	<p>Health and safety manager</p> <p>Site manager ICT technician</p>	<p>2019- 2022</p>	<p>Lowering of incidents reported re difficulty in accessing the building. Lowering of incidents of inappropriate use of ICT. PEPs are up to date</p>
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>▪ Review Assembly Programme: widen focus of Different/Same theme</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> <li>▪ Regular items for newsletter highlighting achievements of students with disabilities</li> </ul>	<p>Increasing awareness of the needs of others Students are aware of the wider community Wider community is aware of the school</p>	<p>DH Directors of learning Year group Tutors</p>	<p>2019-2022</p>	<p>Improved relationships between students' staff and wider community</p>

<p><b>Availability of documents in alternative formats.</b></p>	<ul style="list-style-type: none"> <li>▪ Large print and audio formats etc as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> <li>▪ Review accessibility of newsletter and letters for parents.</li> <li>▪ Homework information available as information sheets in alternative formats as appropriate.</li> <li>▪ Use of coloured overlays, talking scales, reader pens</li> </ul>	<p>Review of what is available in school.          Raise staff awareness through INSET.          Use of iPad by Admin to assist parents          Use of BSL if necessary for parents</p>	<p>SENCo           Teacher of the deaf          ICT Technician          Teachers</p>	<p>2019-2020</p>	<p>Staff and students become used to use of different ways of conveying information to students' parents and the wider community</p>
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Date of policy: **November 2019**