



Policy Statement Single Equality and Accessibility

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The Single Equality Act which came into place Oct 1st 2010 brought together the duties that are already set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together and harmonise those three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. At Perton Primary Academy 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.

OBJECTIVES

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
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 and to increase transparency.
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. INSET 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 in accordance with the requirements of The Single Equality Act 2010

Accessibility Plan - Perton Primary Academy

Target	Strategy	Outcome	Timeframe	Achievement
<p><u>Curriculum-1</u> Ensure that after school clubs and before/after school club are accessible for all pupils.</p>	<p>Review out of school provision to ensure compliance with legislation. SN to review all afterschool club provision.</p>	<p>Sandowners and after school clubs will be conducted in an inclusive manner that complies with legislative requirements</p>	<p>Medium Term Target for review. Ongoing timeframe</p>	<p>Involvement of all groups of pupils in out of school activities</p>
<p><u>Curriculum-2</u> Ensure that environment and delivery of curriculum environment uses dyslexia friendly strategies so that it is accessible for all pupils.</p>	<p>Review environments, displays and teaching resources to sustain DFS strategies</p>	<p>All workbooks, worksheets, paper, displays will use DF strategies. Staff confident using DFS strategies in daily practice.</p>	<p>Short term</p>	<p>Involvement of all staff in learning walk/completion of environment checklist. Dyslexia Full status Renewal in Au 16</p>
<p><u>Curriculum-3</u> To increase the extent to which pupils with a disability can participate in the curriculum (Specifically PE).</p>	<p>Liaise with Middle School to ensure support for Transfer of Pupil with PD in 2016</p>	<p>PE lessons/clubs to be inclusive.</p>	<p>Short term</p>	<p>Pupils with disability to be included in all activities- specifically focusing on football and gymnastics.</p>
<p><u>Information</u> Availability of written material in alternative formats.</p>	<p>Office aware of services to convert written information into alternative formats.</p>	<p>School able to provide written information in different formats when required for individual purposes.</p>	<p>Ongoing-Long term target</p>	<p>Delivery of information to pupils and adults with a disability improved. Use of email, text messages to communicate different information. Develop new website with APP to enhance information for parents</p>
<p><u>Physical Access</u> All areas of school are safe and accessible to all service users.</p>	<p>Site manager to ensure all rooms and areas are safe and accessible.</p>	<p>Classrooms, hall, playground are accessible to all children. Other rooms e.g Offices, kitchen accessible to other service users e.g contractors. Front gate signage clearly displays school telephone number for assistance in car park. Directional signage in Corridors. New improved Academy signage for visitors.</p>	<p>Ongoing-Long term target</p>	<p>Involvement for children. Contractors are able to perform their service safely. Signage on gate is clear. Marked disabled bay- only accessed by disabled users.</p>

First Cluster version- October 2015

First School Version: November 2014