



St. Mary's Catholic Primary School Aston Le Walls  
*"a place of educational excellence with Christ at its centre"*

*'Do nothing from selfishness or deceit, but in humility count others better than yourselves.  
Let each of you look not only to his own interests but also to the interest of others'. Philippians 2:3-4*

*Equality Policy/ Disability Policy and Equality Plan  
(incorporating statutory Accessibility Plan, Disability Equality Scheme and other equalities duties.)*

### **Equality/ Disability Policy Introduction**

At St Mary's Catholic Primary School we believe that each child is part of God's creation and must therefore share in His dignity and respect. The school actively seeks to reflect the Christian ministries of love, compassion and justice in all its activities and relationships and promotes equality of opportunity for pupils, staff, parents, governors, carers and others who use our school. We condemn any form of discrimination and harassment related to disability.

### **Aims**

This policy's aim is to provide a structure to:

- promote equality of opportunity regardless of disability.
- eliminate discrimination that is unlawful under the Disability Discrimination Act.
- eliminate harassment that is related to disability
- promote positive attitudes towards all others.
- encourage our pupils to become active and responsible people.

The school recognises that it has to make special efforts to ensure that all groups are helped to fulfil their potential, including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked after children and their carers

The school takes steps to ensure that all staff and governors are informed in the area of equality. This includes staff inset and appropriate training. A rigorous tracking process provides current data on both individual pupil achievement and also that of all vulnerable groups. Specific needs of pupils are identified and actions implemented to ensure that everyone achieves to their

full potential

Our monitoring procedures are as follows:

- Teaching and learning observations by Head, Subject Coordinators and senior leadership team
- Drop in lesson observations
- Lesson Study focussing on targeted pupils.
- Pupil Progress Meetings
- Book and planning scrutinies
- Tracking and target setting (Class and Individual)
- Governor Subcommittees/ Full Governor Meetings
- Attendance records

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Children with English as an additional language
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum and / or pedagogy
- Recruitment , management and development of staff and governors

The school recognises that it has a legal obligation under the Disability Discrimination Act ( 1995) to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

Because of our small rural context, we are always mindful of the need to actively promote community cohesion, in terms of faith, ethnicity, culture and socio economic circumstances, by bonding as a school community and bridging out to others in our local, extended and global community. We address Community Cohesion through the curriculum, in its broadest sense, including visits, extracurricular opportunities and visitors, news board and through our Catholic ethos and approach to teaching

and learning and through maximum engagement with pupils and their families.

	Equality Policy	Equality Plan
	The school has identified the following strategies that are specifically designed to address those issues	
1.	<p><b>Establishing, maintaining and developing a school culture and ethos</b></p> <p>Our school has established and continually strives to maintain a school culture that is all-inclusive. Positive attitudes towards learning and behaviour are always promoted and this results in a school with a supportive and involving environment for all. Diversity is celebrated through PSHE, RE, School Newspaper and the embracing the variety of cultures of pupils within the school.</p> <p>All members of the school community are involved with the promotion of equality within the school e.g. the school council teaching and non teaching staff and governors who define and implement the rules and guidelines of interaction with and support of children with different needs or from different backgrounds. Performance against these rules is monitored by all groups, with high standards of behaviour expectations pushed down from the staff and governing body.</p> <p>As a Catholic School, we have an Admissions Policy with clear criteria guidelines which is given to all prospective parents.</p>	<ul style="list-style-type: none"> <li>• Ensure, when policy documents are reviewed, they promote the school's values.</li> <li>• To regularly review our approach to equality.</li> <li>• To continue to analyse performance regularly.</li> <li>• To ensure the PSHE approach is incorporated into the revised curriculum.</li> <li>• To continue to support local charities</li> <li>• To continue to seek, and build on current, opportunities to support of global projects.</li> </ul>
2.	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, St Mary's Primary School communicates to pupils, parents and staff its abhorrence of all forms of bullying and harassment through:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Parent Consultations,</li> <li>• Parent Information Evenings,</li> </ul>	<ul style="list-style-type: none"> <li>• Review Anti Bullying Policy annually - copy of revised policy on website.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff Meetings</li> <li>• School Council - Posters, assemblies etc.,</li> <li>• Pupil/Parent Questionnaires</li> <li>• PSHE/Circle Time/RE</li> </ul> <p>All Incidents are reported to class teacher/Headteacher and dealt with swiftly and effectively. The Anti Bullying Policy states set procedures for dealing with bullying incidents and clearly identifies the different forms that bullying can take e.g. cyber bullying (included in our e safety curriculum).</p> <p>A Bullying Incident Book is kept in the Head's office and any incidents of bullying and harassment are entered. These are then analysed on grounds of race, gender, disability etc., by the Head teacher/ Staff and findings reported to Governing Body.</p>	<ul style="list-style-type: none"> <li>• Continue to embed PSHE activities which focus on anti-Bullying.</li> <li>• School Council to continue to highlight Anti Bullying as part of their responsibility.</li> <li>• Deliver Antibullying assemblies.</li> </ul>
3	<p><b>Listening to pupils, staff, parents and others</b></p> <p>St Mary's actively listens to the views of all stakeholders, including, and especially, those with any individual needs or those from different backgrounds.</p> <p><u>Pupils:</u>  Annual questionnaire  School Council/Parliament  Worry Boxes  Prayer Tree  Informal listening to children's comments and views  Discussion in RE/PSHE  Through JRSOs (feedback from bus travel)  Drop In Lesson Observations focus on ECM Agenda</p> <p><u>Parents:</u>  Annual questionnaire  Parent /teacher consultation  Comments in Home/School diaries(KS1) and Homework diaries (KS2)  'Meet and Greet' with Head teacher  Feedback from Parent Governors  PTFA meetings  Informal conversations between parents and teachers at the start and end of the school day</p>	<ul style="list-style-type: none"> <li>• Continue to develop Catholic values within the school through our policies, teaching, care and guidance and relationships</li> <li>• Continue to develop PSHE activities within the revised curriculum</li> <li>• To continue to develop pupil voice through the School Council and JRSOs</li> <li>• Continue to invite parents in to special assemblies</li> <li>• After refurbishment has been completed, consider use of classroom for family use.</li> <li>• Develop involvement of parents on Eco Committee etc.,</li> </ul>

	<p>Informal conversations through school office</p> <p>Special Assemblies where achievement is celebrated</p> <p><u>Staff:</u></p> <p>Staff Governor comments at Governors Meetings and Sub Committee Meetings</p> <p>Governors conversations with staff on Governor Visit Days.</p> <p>Staff discussions formal and in staff meetings</p>	
4	<p><b>Ensuring a rich and relevant curriculum which celebrates diversity and cultural similarities and differences</b></p> <p>Our school ensures that the curriculum equips pupils to actively promote community cohesion and ensures their understanding of faith and ethnic diversity in society.</p> <p>Our RE Programme 'Come and See' involves twice yearly modules on Other Faiths.</p> <p>The school has recently invested in some resource boxes to support learning on 'Other Faiths'</p> <p>The school is working towards the Enhanced Healthy Schools' status, part of which involved work on 'understanding others'.</p> <p>The school has links with overseas projects for redevelopment (CAFOD/ Educaid)</p> <p>Opportunities to reflect the wider community issues through displays.</p> <p>We actively look for opportunities to invite visitors to the school to enhance learning about the diversity of our community.</p>	<ul style="list-style-type: none"> <li>• We will continue to seek opportunities to celebrate community diversity.</li> <li>• Continue to develop existing global links e.g. Educaid</li> <li>• To continue to support local community projects.</li> </ul>
5.	<p><b>Equalising opportunities</b></p> <p>We recognise that some of the groups covered in this policy are likely to be economically disadvantaged.</p> <p>St Mary's ensures that our school uniform is affordable and easily accessible</p> <p>We try to avoid putting parents under unnecessary financial pressure by ensuring that trips are well planned, geared to current teaching modules, provide enhanced learning experiences and are good value for money.</p> <p>Payment for trips, music lessons, bus fares etc., can always be made in instalments.</p> <p>We promote the take up of extra curricular activities and our 'Charging Policy ensures that nobody is denied access to these because of financial reasons. The take up of all after school clubs is monitored carefully.</p> <p>The school works closely with Danetree School and BGN and Oxford College and</p>	<ul style="list-style-type: none"> <li>• To formalise the informal practice of passing on nearly new uniform to younger children in the school. ( Parent Information Evenings at the start of the school year)</li> <li>• Ensure trips involving financial implications are planned well in advance.</li> <li>• Review Charging Policy annually.</li> <li>• Continue to work with local secondary schools and colleges to support students on work experience,</li> </ul>

	<p>welcomes work experience placements.</p> <p>Careful gender monitoring of attainment to ensure equality of access.</p>	<ul style="list-style-type: none"> <li>• To continue to monitor carefully expense costs of trips to ensure parents do not suffer additional financial burden</li> <li>• To monitor and take action in relation to any drop in achievement of any pupil or groups of pupils.</li> </ul>
6.	<p><b>Informing and involving parents and carers</b></p> <p>We recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible.</p> <p>The school offers a range of communicating between school and parents and endeavours to find ways in which the communication meets parents' circumstances and needs.</p> <p>The Head sends out a weekly newsletter to the parents</p> <p>All notices and information for parents is displayed on the school's website. Many parents contact the school via email.</p> <p>We encourage parents to let us know if they have a particular disability or need and encourage them to discuss their concerns.</p> <p>Our School Prospectus is reviewed annually and is accessible to parents through the website.</p> <p>In order to keep parents informed about school regimes, homework etc., and the school invites parents to a Parent Information Evening at the start of the school year and two Parent Consultation Evenings. Parents are also invited to come and talk to teachers after the Annual Written Report is sent home. Children's" targets and progression towards targets are sent home and parents are asked to make a written response or come and discuss them with the class teacher.</p> <p>The school has held a Parents 'How to support your child in maths' and How to support your child's reading' evenings.</p> <p>Parental classroom support to hear children read is welcomed.</p> <p>The Governors and PTFA are a presence at the start of the year Parents Information Evening and inform parents about joining the PTFA.</p>	<ul style="list-style-type: none"> <li>• Further develop strategies to communicate with the very few parents for whom English is an additional language.</li> <li>• To continually monitor accessibility of information sharing.</li> <li>• Continue to develop web site and receive training from designer in order to upload information to parents as soon as possible.</li> </ul>
7.	<p><b>Welcoming new pupils and helping them to settle in effectively</b></p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible.</p> <p>The school ensures a happy start to the school day. A member of staff is always in the playground to meet and look after the children as they arrive and the Head, is usually outside the school each morning to meet and greet.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor transition processes.</li> <li>• To review transition arrangements between classes/key stages.</li> <li>• Continue to support secondary school transfer activities.</li> </ul>

	<p>When a child moves into the school mid year they are given a 'buddy' to help them settle in and parents are given all necessary support in the transition period.</p> <p>Children transferring to secondary education take part in the organised transfer days and any documentation regarding special/individual needs are given to the next school.</p> <p>The FS teacher visits all children starting at our school at the beginning of FS2 in the nursery placements.</p> <p>Monitoring of new children ensures that extra help is given to those pupils who find change of school challenging.</p> <p>The school ensures well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school.</p>	
8.	<p><b>Addressing the full range of learning needs and ensuring access to all that we offer</b></p> <p>St Mary's staff are committed to meeting the needs of all children in their care and have experience in differentiating the curriculum to meet the needs of all children who are identified as School Action or School Action Plus.</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve, we will continue to develop pupil monitoring systems in order to ensure that the curriculum is relevant and interventions are appropriate.</p> <p>Teachers are aware of learning styles and teaching styles and strive to ensure that appropriate strategies and teaching styles to suit the needs of each pupil are implemented.</p> <p>Planning is based on previous learning and teachers are committed to AFL</p> <p>Marking and feedback is based on attainment towards set learning objectives and teachers have adopted the Shirley Clarke strategies.</p> <p>Tracking pupil progress identifies needs for intervention</p> <p>Attendance is monitored carefully by the Head and appropriate action is taken if a child's attendance is giving concern.</p>	<ul style="list-style-type: none"> <li>• Continue to develop effective analysis and development of interventions</li> <li>• Continue to develop effective AFL</li> <li>• Continue to develop personalised learning strategies.</li> </ul> <p>Teachers are aware that in order to meet the specific needs of a disabled child they may have to:</p> <ul style="list-style-type: none"> <li>• Adapt their classroom in response to advice from children's therapists or doctors.</li> <li>• Re evaluate the delivery of lessons</li> <li>• Attend training courses to develop particular skills (e.g. lip reading, sign language) and improve knowledge and understanding of the implications of particular disabilities</li> <li>• Adapt classroom resources and teaching materials e.g. large print books, provide specific ICT resources.</li> </ul>
9.	<p><b>Supporting learners with particular needs</b></p> <p>We recognise that some of the groups covered in this policy are more likely to have particular needs.</p> <p>If necessary the school will provide learning packs for children out of school.</p> <p>Every child has individual targets for English Maths RE and Personal. These are generated</p>	<ul style="list-style-type: none"> <li>• To establish as soon as possible appropriate training needed to meet particular needs of children coming into FS2.</li> </ul>

	<p>through pupil conference and parents are informed of the targets and their child's progress towards them. Children are given basic skills support in order to achieve e.g. Homework Club, Pupil Profiles.</p> <p>If necessary the school engages the help and support from the County Language Team. The school provides, through INSET, Courses and SENCo teacher support for strategies to enable children with special educational needs to succeed.</p> <p>Self esteem is deemed to be a considerable factor in a child's ability to succeed and is always considered when setting IEPs, Individual targets and interventions.</p>	<ul style="list-style-type: none"> <li>• Review Special Needs Policy every 3 years</li> <li>• Gaps identified in training needs analysis are reflected to be included in staff development plan</li> <li>• Training assistant SENCo</li> </ul>
	<h3>ACCESSABILITY PLAN</h3> <p>The Accessibility Plan is structured to support and compliment the school's Equality Plan and together will be published on the school website.</p> <p>St Mary's is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, emotional and cultural needs. We are committed to taking positive action, in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the school.</p> <p>Our Accessibility Plan shows how access is to be further improved for disabled pupils, staff and visitors to the school and anticipates the need to make reasonable adjustments to accommodate need where practicable. The plan will contain relevant and timely actions to:</p> <ol style="list-style-type: none"> <li>1. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally prepared for life, as able bodied pupils. This is in line with Equalities Act 2010 and covers teaching and learning and the wider curriculum of the school e.g. after school clubs, visits, music tuition. It also covers the provision of specialist or auxiliary aids/resources/equipment.</li> </ol>	
9.	<p><b>Making the school accessible to all</b></p> <p>At the moment the school does not have any child with physical disability. However it always endeavours to meet the needs of any pupils, staff or visitor with physical disabilities.</p> <p>Several renovations have been made to the school building to make it more accessible. The school has a ramp up to the main door of the school suitable for wheelchair access. . The school has refurbished disability toilet facilities.</p> <p>There is emergency lighting to the above areas.</p> <p>Class 4 (FS) has been widened to accommodate a wheelchair</p> <p>All curricular and extra-curricular opportunities are available for pupils with disabilities</p>	<p>Up until now the school has never received an application for the admission of a disabled child. However, the Governors and staff are aware that modifications may be needed to the physical environment to meet the needs of disabled children. Although the specific changes would depend on the nature of the disability it is anticipated that these would include:</p> <ul style="list-style-type: none"> <li>• Ramps to classroom exits to playground.</li> <li>• Widen doorway from Hall to main exit</li> </ul>



		<i>Rearranging the layout of individual classrooms ( depending on the specific needs e.g. to accommodate specialist equipment)</i>

10.	<p><b>Ensuring fair and equal treatment for staff and others</b>          Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school St Mary's ensures non-discriminatory recruitment and employment practices in line with the CES guidelines. The school promotes dignity at work and encourages the development of all staff - teaching and non teaching.</p>	<ul style="list-style-type: none"> <li>• Continue to ensure that training needs are met.</li> <li>• Continue to encourage all members of staff to further develop their skills and expertise.</li> <li>• Continue to link CPD with School Priorities</li> <li>• Continue to develop Performance Management for all staff - teaching and non teaching.</li> <li>• Review Grievance Policy</li> <li>• Head to undertake safe recruitment training</li> </ul>
11.	<p><b>Encourage participation of under-represented groups</b>          Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially &amp; economically disadvantaged groups St Mary's School recruits Non Foundation Governors which are representative of the pupil population and /community (Foundation Govs are appointed by the Diocese). The school has an active PTFA which encourages participation from all parents. The school supports individuals and community groups to express their case on matters affecting themselves and their community.          Hard to reach parents are always followed up.</p>	<ul style="list-style-type: none"> <li>• Continue to seek ways to involve and engage all parents in PTFA activities.</li> </ul>
12.	<p><b>Monitoring and Evaluating the policy</b>          Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, St Mary's School will</p> <ul style="list-style-type: none"> <li>• Constantly encourage training for staff &amp; governors</li> <li>• Consult pupils, parents and staff on how the policy is working and how it could be improved</li> <li>• Monitor and review practice</li> <li>• Carry out impact assessments to evaluate practice</li> <li>• Report to governors</li> <li>• Report to parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the requirement to report on disability aspects in School Prospectus</li> <li>• Report on all aspects of Inclusion to Governors</li> <li>• Add a report on inclusion to website</li> <li>• Changes to practice and policy to be reflected in the school SEF</li> </ul>

