GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Accessibility and Equality Policy

January 2024

Review: January 2027

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Ethos Statement

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

Rationale

Guston Church of England Primary School is committed to equality in all its forms. We believe we have a duty to improve access of all members of our community to our site, curriculum and information. We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors. We are further committed to challenging attitudes about equality and accessibility through our ethos of inclusion and development of the curriculum.

This policy should be read in conjunction with the following school policies:

- Teaching for Learning Policy
- Inclusion and SEND Information Report Policy
- PSHE Policy
- Staff Code of Conduct
- Child Protection Policy
- Remote learning policy and associated Acceptable Use Policies
- Whistleblowing Policy
- Medical Care Policy
- Attendance Policy

This policy has been written in conjunction with the following legislation and guidance:

The Equality Act 2010 and Schools' (DfE May 2014)
Equality Act 2010 and School Guidance

'Equality Act 2010' (gov.uk)

Equality Act 2010

'Public sector equality duty guidance for schools in England' (Equality and Human Rights Commission-EHRC)
PSED

SEND Code of Practice 2014
SI 2014 1530 Special Educational Needs and Disability Regulations 2014
SEND Code of Practice

Equality

This policy takes account of the Equality Act 2010. The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. In addition, public bodies are bound by a single public sector equality duty (known as the PSED or the equality duty). This duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Disability

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils under the Equality Act 2010. These reasonable adjustments should complement other duties under SEND code of practice and regulations around Statements of Special Educational Needs and Education Health Care Plans.

The Disability Discrimination Act (2010) describes a person to have a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled

- People who have had a disability in the past that meets this definition are also protected by the Act.
- Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability.
- Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act.

While many disabled students will have, or may be eligible for an Education and Health Care Plan, not all disabled students have SEN (special educational needs). Equally, not all students with SEN will necessarily have a disability under this legislation.

SEN

Every pupil in the school has their progress tracked six times per year. Children who do not make sufficient progress or who do not reach age related expectation despite differentiated planning and appropriate interventions may have SEN. Their SEN may be identified by additional screening within school detailed in the school provision map, or consultation with external agencies and specialist observations and assessments. Those children who have a specific need that requires long term intervention through specialised resources, programmes or support from outside partner agencies available through the local offer will be placed on the school SEN register. The provision for children with SEN is detailed in the school's Inclusion and SEND Report Policy.

Aims

Our aim in implementation of this equality and accessibility policy is to ensure that we include all members of our school community: pupils, families, staff and visitors fully. We aim to develop an inclusive culture where no form of inequality is tolerated by adults or children.

We aim to have a rich and diverse curriculum that celebrates change and difference teaching curiosity, empathy and tolerance, celebrating differences and encouraging each individual to value themselves and others. This will be achieved through specific lessons, discussion and debate in the curriculum for PSHE and RE; through celebration assembly, charity and focus events, and through using a rich choice of materials to teach English, history and other curriculum subjects to inform and develop our children's understanding of the diversity of the human spirit and challenge inequality and intolerance in all its forms.

We aim to ensure teaching is planned with differentiation not just by ability but by careful consideration of the tools available within school to ensure equal access for all children: recording methods, support by IT- assistive technology, communication technology. The school will investigate hire of equipment as and when required by need. Where a pupil needs an alternative curriculum, or the family have considerable challenges the school will ensure that it engages and exhausts the local offer and use its best endeavours to ensure as full an access to the curriculum as is possible.

When learning remotely we will monitor engagement across the school to identify those families that are engaging less. All staff will offer support through tutorials, equipment or alternative learning tools and recording methods to ensure people are not disadvantaged by their economic or social circumstances or learning needs.

We aim to consider the needs of the wider family and in doing so, we hope to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of our school to enable disabled pupils, parents, staff and visitors to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled pupils, parents, staff and visitors;
- monitor access to remote learning and mitigate difficulties for those with SEND wherever possible]
- increase attendance
- raise awareness of cultural differences

To achieve this the school will:

- establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents
- promote equality of opportunity between disabled and non-disabled people, women and men, and between different racial groups
- eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity, sexual orientation, religion, pregnancy or maternity
- promote positive attitudes towards disabled people
- encourage participation of disabled pupils, parents, staff and carers
- take steps to meet disabled people's needs even if this requires more favourable treatment
- seek to increase parental engagement by planning with parents
- identify appropriate staff training
- ensure all school policies and site development plans are planned with respect to equality and access

Monitoring

The overall accessibility and equality strategy is subject to LA Ofsted inspection.

This plan will be reviewed formally annually and in line with changes to legislation by all staff and governors. Although accessibility will be reviewed and altered as necessary, with action plans and adjustments made before within this timescale if necessary. The accessibility and equality strategy is monitored by the head teacher and governing body.

Children's academic progress is monitored termly through the school's assessment tool Target Tracker. The school leadership monitor the progress of vulnerable groups which include analyses of the attainment and progress of individual groups and report this to the Governing Body. Teachers are supported in addressing the needs of different groups in the Pupil Progress Meetings which happen termly. Provision is recorded and tracked in Provision Maps and where necessary partner agencies are involved in planning meetings. Where the school has secured additional funding through the High Needs Funding route, individual provision maps are monitored against targets that are developed and shared with the parents.

As well as monitoring pupil performance information, the school monitors pupil wellbeing and engagement. The school mental health champion, Miss Claire Lawrence offers training, advice and a range of assessments to support teachers in improving engagement and self-esteem. Mrs Tee, the Assistant Head Teacher has been trained as an Emotional Literacy Support Assistant. We believe children learn best when happy and secure and have invested in whole school training in a range of health issues.

We also regularly monitor a range of other information. This relates to:

- Engagement
- Attendance
- Exclusions
- Incidents of racism, disability discrimination, sexism, homophobia and all forms of bullying
- Engagement in remote learning for pupils
- Use of website

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups and to identify priorities for teaching, as well as respond to individual incidents of behaviour that is not acceptable. We have an open door policy and encourage all parents to report concerns around incidents of bullying so that they can be dealt with openly and move the children on in their understanding of each other.

Roles and Responsibilities

The Governing Body

- Oversee that the school complies with all equalities legislation relevant to the school community.
- Ensure that the Equality and Accessibility policy and associated plans are maintained, updated and implemented regularly.
- Monitor all incidents and the action taken in relation to all said incidents.

The Senior Leadership Team

- Along with the Governing body, provide leadership and vision in respect of equality and accessibility
- Oversee the implementation of the Equality and Accessibility Policy.
- Ensure that all who enter the school are aware of, and comply with, the policy.
- Ensure that staff are aware of their responsibilities and are given relevant training and support.
- Take appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination.
- Consider the inclusion of all protected characteristics in future plans for the school

All Staff

- Support and promote the aims and principles of equality through the implementation of this policy in day to day practice
- Respond to incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Keep up to date with equalities legislation by attending relevant training events.
- Continue raising our high standards of teaching and learning.
- Encourage visits and workshops which support cultural awareness and an appreciation of cultural diversity
- Feel valued and supported.

All Children

- Experience a broad and balanced curriculum so that they develop a life-long love of learning
- Have opportunities to celebrate their religion, culture, language and family through the curriculum, assemblies and visits
- Have high self-esteem so they are confident to challenge ideas and work with others constructively
- Become good citizens, developing tolerance and understanding, showing respect for others' beliefs, opinions and point of view

All Parents

- Feel welcomed in school
- Participate in the life of the school
- Work in partnership with the staff team
- Be well informed by clear communications

Support their children in experiencing and developing all of the above.

Appendix 1 Accessibility Audit

Background

Guston CE Primary School was built in 1982 and the present premises enable good access for pupils with disabilities:

Physical environment

- It is a single storey building and most doorways have ramps or easy access
- The semi-open plan design enables pupils to move freely from one area to another
- Main doorways linking different areas of the school have a moveable panel to widen the aperture, if necessary
- The Upper and Lower school classes can be accessed easily from the related play areas or entrances to the school premises
- The school hall is situated between the Upper and Lower schools, and is easily accessible to all classes
- Two WCs are DDA compliant.
- One designated disabled parking bay is allocated directly outside the main entrance. A dipped curb exists to support wheelchair access.

Features to support visual impairment

- Apart from vinyl flooring near sinks or practical areas all rooms and open areas have fitted light blue carpeting
- All classrooms have either curtains or window blinds to provide shade when light may cause contrast problems or prove overly distracting
- All classes have a skylight which enables more overhead light into the rooms
- All classrooms have large interactive whiteboards, with sound capability, background adjustable for colour, brightness, contrast

Features to enable auditory impairment

- All classrooms have doors or floor to ceiling curtains which absorb and reduce sound when closed
- Carpeted floors throughout the school reduces noise of pupil movement
- Strip lights are constantly checked to eliminate noise
- Many classes have access to an outside area to allow teachers to plan for outside activities to minimise noise to other classes.

Medical needs

- Healthcare plans in place for specific children.
- Epi-pen training for all staff, when necessary. Kitt Medical subscription in place.
- Diabetes training for teaching teams updated annually, when necessary
- TAs and Office staff have First Aid training every two years
- Medical Care Policy

Joining the School Community

- The admission arrangements for pupils do not discriminate against or disadvantage any pupil with respect to any of the listed special characteristics, those with a disability or those with special educational needs.
- New starter families will have a shared conversation with teachers and when appropriate the Inclusion manager to identify any needs so that the school can prepare for the start of new pupils. This includes better understanding the wider family circumstances and needs to maximise parent engagement.
- The school will liaise closely with feeder schools and nurseries to plan for any particular needs.
- The school will ensure that it exhausts the local offer in order to meet the needs of the families in the community it serves. This will include application for additional funding, signposting partner agencies within the Health and Social Care sector.

SEND

Please see appendix 2 attached whole school provision plan.

Staff Training

All staff have had training in the following in the past two years:

- Dyslexia Awareness
- Safeguarding
- Diabetes Training
- Boxall Profiling
- Supporting children with Speech and Language Difficulties in the mainstream classroom
- Keeping Children Safe in Education
- Child Protection
- Mental Health Awareness Training
- EAL Training
- Mainstream Core Standards
- Working with Refugees
- Emotional Based School Avoidance
- Nurture UK
- Trauma Informed Practice

Appendix 2: Action Plan for Equality and Accessibility

Equality and Accessibility		**Lead Person**	**Resources**	**Timescale**	**Impact**	**Monitoring**
Intent: To ensure our premises, curriculum, website, training and culture are fully accessible to all of our community, where community refers to children, parents, staff, governors, visitors and partner agencies.						
Implementation:						
1	Accessibility of Website	DD	• Translation of website •	Jan '24	Website to be accessible to all.	Governor monitoring
2	Access to a sensory / nurture space in school	CLS	• The Cabin – sensory space • Purchase of sensory toys and resources • EYFS Teacher undertaking Sensory Champion Programme	Sept '23 Sept '23 Jan '24 onwards	Nurture space available for pupils that need it.	SEND governor monitoring pair
3	Whole school memory and processing training	CLS	• Training of all staff • Key documents in support SEN file	23/24	Staff are up to date with CPD and can meet the varying needs of pupils in the school	Quality of T&L. Progress Meetings for specific pupils.
4	Whole school Dyslexia awareness and classroom support	CLS	• Training of all staff • Key documents in support SEN file	Ongoing	Staff are up to date with CPD and can meet the varying needs of pupils in the school	T&L monitoring by SLT,
5	EAL: Ways to support language development	CLS	• Training of all staff • Key documents in support SEN file	EDIT training Oct '23	Staff are up to date with CPD and can meet the varying needs of pupils in the school	Progress of specific pupils. Pupils progress meetings.
6	Curriculum resources: consistent and graduated approach to teaching of self-esteem, citizenship, equality and tolerance throughout the school	DD	• Purchase of Jigsaw resources to support the teaching of PSHE, Health Education and Sexual Health Education.	Ongoing	Whole school approach to developing these key skills will develop pupil's understanding of each other and their empathy and compassion towards each other.	Monitoring by SLT on Jigsaw implementation and impact. Pupils Voice.

Appendix 3:

Guston Church of England Primary School Whole School Provision Map with graduated responses – 2025/26		
Universal – Whole School Systems Provision of a learning environment that is inclusive and teachers that are aware and trained at the appropriate level to meet a range of Special Educational Needs and Disabilities (SEND). Informed by the Mainstream Core Standards, NASEN Handbook for Teachers and ongoing training in adaptive teaching approaches.	**Targeted – In Class Provision** Support in addition to universal level for children with or without SEND that need individual or small group support to differentiate learning or supplement learning over a limited period to address learning gaps or revisit content.	**Individualised** In addition to the universal and targeted support a small number of children may require provision that is further adapted in order to remove barrier to learning and met their academic needs. These pupils would be on the schools SEND register and have a personalised plan that is monitored using the graduated approach.
Social, Emotional and Mental Health		
• SEMH is a school priority overseen by the Headteacher, SENCO and Mental Health Champion • Nurture UK School • SEMH champion • Associated policies in place: Special Educational Needs and	• Targeted training for staff to deliver identified interventions • External CPD from specialists • Behaviour monitoring • Targeted pupils screened and needs identified for targeted interventions • Difficulties identified and	• Individualised training through coaching and modelling from SENCO and SEMH champion. • Request for advice from Community of Schools, SEN Inclusion Advisors and/or Professional Resource Group.

Disability Inclusion Attendance Teaching and Learning Anti-bullying Behaviour policy Safeguarding • Whole school access to Boxall profiling tool • Pastoral records monitored by DSL/DDSLs • Open door policy ensuring regular and open contact with parents/carers • Home visits prior to starting at school to hear parent voice and relevant background • Adverse Childhood Experience training completed for all staff • Trauma informed practice training for all staff • Mainstream core standards training for all staff • Christian values and school Christian ethos • Resilience Hub • Termly pupil progress meetings	shared in parent meetings • Parents signposted to outside support and parent groups • Lego Club provided via invite • Blue Room lunchtime nurture space • Bank of social stories available • Special roles and responsibilities in school • Zones of Regulation station Targeted Interventions may include: • Drawing and Talking • Lego Therapy • Small group interventions with a focus on social skills, anxiety, anger, listening, resilience • Special Time - Social skills groups • Zones of Regulation: Recognising and dealing with feelings • Electronic Boxall profiles with learning plans and targets • Language for thinking • Time to talk • Anxiety Gremlin	• SEND parent review meetings to develop behaviour passports and support materials for school and home.

• Transition planning • Military liaison • Physical 15 healthy body /mind • Brain breaks • Behaviour training – positive language, de-escalation and restorative approaches through Incident Narrative • Sensory equipment within school • Outside learning areas • Alternative recording arrangements where required • Friendship stops • Mindfulness activities • Class worry boxes • Resilience toolkit for children and staff • Weekly pastoral/safeguarding Meeting • Smart School Council • Collective Worship daily		
Cognition and Learning		
Universal • Teaching and learning policy	**Targeted** • Targeted training for staff to deliver identified	**Individualised** • Individual programmes recommended by

• Triangulation for QFT – Learning observation, book scrutiny and Pupil Progress • Ongoing whole school and TA specific CPD • Access arrangements to ensure equal opportunities • Flexible classroom arrangements to meet the needs of all pupils • Alternative recording methods • Reading, comprehension and Maths age tracked termly • Core subject attainment and progress tracked termly • Home visits prior to start at school to get parent view-learning and support • Mainstream core standards training for all staff • Staff training on: -Language through Colour Dyslexia -Phonics-Little Wandle	interventions • Attainment and progress analysed for different groups • Targeted pupils screened and needs identified with suitable screening mechanisms • Plan, do, review cycle • Strengths and difficulties identified to parents • Level 2 dyslexia trained staff • iASEND tracker available to track small step progress • Standardised assessments for those with persistent difficulties. Targeted intervention may include: • Myon • Little Wandle Catch up (KS1) • MSL Handwriting Rescue Scheme • Individual Reading with teacher • Acceleread	SALT/STLS/OT. • Additional screening and in-class observations to identify need. • Request for advice from Community of School and Link Professionals in the Professional Resource Group. Further targeted interventions may be: • Plus 1 • Power of 2 • Perform with Time • Alternative curriculum planned by teacher and SENCO • Toe by Toe • Russian scaffolding • Sounds into Words • Sounds progress • Word Shark with adult precision teaching • Number recovery • Dyscalculia toolkit • Precision Teaching Counting • Breaking Barriers

-Accelerated Reader -Star Maths -Utilising concrete apparatus -Mastering Number - Clicker	• Support for Spelling • Talking Like a Writer • Literacy Booster sessions • Literacy Conferencing • First News • Reading between the lines • Numicon Breaking Barriers group • Freckle • Maths 1:1 Tutoring In class provision may include: • Note taking • Recording devices • Visually supported word-banks • Dyslexia dictionaries • Speech to Text • Scribes • Touch-typing • Word maps, lists. Note forms, task-boards, Language Through Colour • Task Management Boards • Visuals • Writing Frames	Numicon

Communication and Interaction		
Universal	**Targeted**	**Individualised**
• Universal Language Link screening upon entry to school • Communication in Print Visual Communication • Home visits to understand child's and parental view • Home language awareness • Planning has clear speaking and listening opportunities • Language rich environments to support all children based on Language Through Colour • Staff trained in delivery of • Information carrying words limited in whole class instructions • Visuals • Additional equipment like laptops and ipads sound buttons etc where appropriate • Language for learning whole class observations used • Visual timetables	• Adapted environments and task design depending on class needs • Language for learning observations used to inform teaching strategies • STLS Social Communication checklist • Termly Pupil Progress Meetings • Screening on speech production for targeted children and those with historic involvement • Visual cues and pictures to support language acquisition • Autism Education Trust training Targeted Support may include: • Quality First Language • Language Link • Speech Link • Time to talk • Talking for Understanding • Derbyshire Language	• Targeted screening carried out my SENCO. • Request for support from Community of Schools and Link SALT. • Behaviour passport to understand how needs are being communicated and how these can be met/supported. • Communication Boards • Uses of specialist approaches, such as: TEACCH VERVE Intensive Interaction Autism Bucket Backward Chaining Identiplay

• Active listening games	scheme • Looking and Thinking • Black Sheep	
Sensory and Physical Needs		
Universal • Training on sensory differences, overwhelm and meltdowns • Accessibility plan in place • Sensory Champion trained • Policies reflect accessibility, Equality and SEND legislation • Risk assessments as required • Disabled toilets • Wheelchair access to outside field • Wheelchair access to reception area, community room and reception • Disabled parking • Sensory resources • Adapted cutlery • Keyboard overlays • Adapted class environment • Alternative recording and speech to text available	**Targeted** • Access to the Blue Room • Termly pupil progress meetings • Targeted training for staff to deliver identified interventions • Sensory checklists • Targeted pupils screened and needs identified • Difficulties identified and shared with in parent meetings • Provision of multisensory and multi-channel activities. Targeted support may include: • Clever hands • Fizzy programmes • Motor skills united • Sensory circuits group • Handwriting programmes	**Individualised** • Sensory Champion Profile • Request for support from Community of Schools/STLS. • Sensory breaks • Personalised space with reduced stimulation • Adaption of equipment • Feeding support • Provision of specialist resources • Monitoring and maintenance of specialist equipment, such as hearing aids.

• Integrated use of visual and BSL to aid communication for HI	• Sensory breaks • Provision of adapted resources, such as pencil grips, coloured overlays	