

St. Joseph's RC Primary School

Equality Information and Objectives Statement 2022 –2026

Accessibility Plan (Appendix 1)

“I came so that you
may have life, and
have it to the full”

– John 10:10



Faith

Respect

Confidence

Resilience

Empathy

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"I came so that you may have life, and have it to the full." – John 10:10

Equality Information and Objectives Statement 2022 –2026

At St. Joseph's we are committed to ensure that every pupil is able to realise their full potential. We actively promote pupils' spiritual, moral, social and cultural development whilst emphasising the promotion of equality, diversity and minimising prejudicial incidents for both children and staff. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific priorities and how the school will monitor progress towards their achievement within its day-to-day life.

Our aim is to eliminate discrimination whilst raising awareness, understanding and appreciation of diversity. We meet the needs of our equality duty by:

Objectives	Activities	Evaluation
Closing the gap in outcomes for vulnerable/identified groups of children. SEND/Non SEND EAL/Non EAL Pupil Premium/Non Pupil Premium	Monitor the curriculum to ensure changes have a positive impact Review curriculum in light of impact measures QFT for identified groups/individuals, targeted interventions Improve and promote a rich vocabulary through high quality dialogue, texts and teaching SALT provision from Nursery and targeted programmes Consistent phonics teaching and bespoke support for children and parents	
To promote and advance equality	Classroom teaching, assemblies, special events and visitors expose our children to ideas that may challenge	

	<p>their understanding to encourage them to become more understanding and accepting of others.</p> <p>Plan for regular celebrations of equality and diversity</p> <p>Promote a sense of belonging and acceptance within our school community by encouraging positive attitudes, compassion and open mindedness. Treating everybody fairly and continuing to develop an understanding of diversity and the benefits it brings</p> <p>All pupils have the opportunity to take part in extra curricular activities and residential visits</p> <p>Respect the rights of parents to withdraw their children from lessons that conflict with their own beliefs</p> <p>Become a Rights Respecting School</p>	
Systems to deal with prejudice related incidents are consistent throughout the school	Provide training to ensure that all staff are able to identify discriminatory behaviour, deal with prejudicial incidents and record accurately using CPOMS	
Ensure equality and dignity in the workplace	<p>Ensure that all members of staff are aware of and act in accordance with the school policies relating to equality, including the school's code of conduct and disciplinary procedures</p> <p>All staff feel able and supported to raise or discuss any concerns with a member of the SLT</p>	

What do we mean?	What do we do?	What do we plan to do?
<p><i>Religion or Belief</i></p> <p>Religion is defined as the belief in and worship of a superhuman controlling power, especially a personal God or gods</p>	<p>We are a Catholic school and we celebrate Catholicism</p> <p>We teach about other faiths and religions within our curriculum, promoting equality and diversity</p>	<p>We follow the advice & guidance concerning the general exceptions to the 2010 Act for Catholic Schools</p>

All religious and political beliefs should be respected equally	<p>We plan to include visits to other places of worship and invite people of other faiths into school</p> <p>We celebrate a variety of feast days & festivals</p> <p>School assemblies explore other religions</p> <p>We have school chaplains</p>	We explore every opportunity to celebrate, promote and raise awareness of differences between religions and cultures
<p>Disability</p> <p>We understand that a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities</p>	<p>We develop children's understanding of disability through our curriculum</p> <p>We ensure events support and promote empathy and positive attitudes eg disability sports events, outside visitors</p> <p>Our building is accessible for staff, children, parents and visitors</p> <p>All information is made accessible to parents and all stakeholders</p> <p>Our curriculum is accessible to all children</p> <p>We choose resources carefully and specifically to meet individual and group needs</p>	<p>We ensure that our planning, choice of resources, use of technology and auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment. This ensures participation in all aspects of school life.</p> <p>We aim to ensure that positive images/messages about disability challenge stereotyping</p> <p>We celebrate National disability awareness week in June</p> <p>All written information meets the needs of all individuals</p>
<p>Race</p> <p>Race as outlined in the Equality Act 2010 refers to a group of people as defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>	<p>We use assemblies, themed days and outside visitors to celebrate racial diversity, explore cultural traditions and discuss and explore current issues.</p> <p>Our curriculum and schemes of work reflect positive images of multi-cultural society from EYFS</p>	<p>We celebrate our children's cultural heritage</p> <p>We promote every opportunity to enable children to identify and challenge racism.</p> <p>We aim to give them the language to challenge racism and to express their opinions.</p> <p>All forms of prejudice related bullying are taken seriously and dealt with in accordance with our Anti Bullying Policy</p>

		We are working to become a Rights Respecting School
<p>Gender</p> <p>Is the range of characteristics pertaining to, and differentiating between, femininity and masculinity. Depending on the context, these characteristics may include biological sex, sex based social structures or gender identity</p>	<p>We follow all employment guidance from Salford LA</p> <p>All children have equal access to sports teams, clubs and additional activities</p> <p>Reading books provide a wide interest base to appeal to all</p> <p>All children are encouraged to take on a variety of roles within their class and throughout the school</p>	<p>We aim to provide children with the skill base to explore and challenge gender stereotyping</p> <p>Track progress and attainment of children to ensure that there are no underperforming gender groups</p>
<p>Sexual Orientation</p> <p>As outlined in legislation to mean a person's sexual orientation towards:</p> <ul style="list-style-type: none"> Persons of the same sex, opposite sex or either sex <p>We extend this definition to include references to:</p> <ul style="list-style-type: none"> A person who is of a particular sexual orientation or who shares the same sexual orientation 	<p>We are a faith school and we promote Catholicism whilst also balancing our views with a sensitive and supportive approach towards personal choice and preference</p> <p>We follow Salford LA guidance and protocols to ensure that no individual is treated less favourably for a reason which relates to their sexual orientation</p>	<p>We follow advice and guidance from the Catholic Education Service (CES) for exceptions to the 2010 Guidance for Catholic Schools.</p> <p>Our employment opportunities are continually developing within the Catholic framework and national employment guidance</p>
<p>Gender Re-assignment</p> <p>We understand that a person may express their gender in a way that differs from, or is inconsistent with the physical gender that they were born with</p>	<p>We promote an ethos that safeguards the dignity and wellbeing of everyone, we respect the confidentiality of those seeking re-assignment. We understand gender re-assignment does not necessarily require a medical process to be undertaken and that a person will be protected if they –</p> <ul style="list-style-type: none"> Make their intention known to SLT 	<p>We will explore curriculum opportunities in relation to the catholic ethos of the school and the advice of the Catholic Diocese of Salford</p>

	<ul style="list-style-type: none"> • Behave/dress according to the gender they associate with • Undergo treatments such as surgery or hormone therapy • Have already received gender recognition under the GR Act of 2004 	
<p><i>Pregnancy and Maternity</i></p> <p>We ensure that we would not treat a woman or pupil less favourably because she is, has been pregnant or has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger</p>	<p>Our curriculum explores family and relationships, we follow the recommended RSHE programme</p> <p>We follow all protocols and guidance from the LA regarding Maternity, Paternity, Adoption rights etc.</p> <p>We will provide facilities for working/single parents to help to accommodate their needs</p> <p>We will not discriminate against absences related to pregnancy or maternity for either staff or pupils</p>	<p>We will work collaboratively with staff/pupils to ensure that they are not treated less favourably due to pregnancy or breastfeeding</p> <p>We will explore all opportunities to challenge stereotypical images and expectations of roles of motherhood, and responsibilities.</p>

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

CES guidance for schools can be found at:

<http://www.catholiceducation.org.uk/schools/guidance-for-schools/item/1000069equality>

General Exceptions to the 2021 Act Catholic Schools

Appendix 1

Accessibility Plan

St Joseph's has high expectations for all its pupils. It is a welcoming, inclusive school where all are eager to promote a culture of support, tolerance and awareness. The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

At St Joseph's we are committed to taking positive action in light of the Equality Act, 2010, with regard to disability. The Equality Act, 2010, defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'. We aim to provide an inclusive environment, which can adapt to meet the needs of our pupils rather than expecting our pupils to adapt to our systems and processes.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a period of four years. The Accessibility Plan is structured to complement and support the school's Equality Objectives 2022 -2026

This Accessibility Plan should be read in conjunction with other school policies and procedures including

- Admissions Policy
- Behaviour and Exclusions Policy
- Equality Information and Objectives 2022- 2026
- Health & Safety Policy
- Safeguarding and Child Protection policy
- School Development Plan
- SEND Information report

In developing this Accessibility Plan St Joseph's staff and Governing Board have identified 4 goals

Goal	Action	Monitoring	Time frame
1. All pupils can actively engage in the curriculum and participate in the broader life of the school.	All pupils will have access to a full, broad and balanced curriculum rooted in the Catholic faith. As a school we are committed to overcoming potential barriers to learning for pupils with a disability by providing resources, auxiliary aids, equipment and support to ensure that pupils are fully able to access the curriculum and are able to fully participate in out of school visits and cultural activities.	The Effectiveness committee will monitor the extent to which barriers are reduced and/or eliminated to ensure all pupils are enabled to fully participate in the school community	Review annually
2. The school will provide and environment in which pupils physical and sensory needs are met	The physical and sensory environment of the school will ensure that disabled pupils can take advantage of the education and associated services provided by the school. The school will make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed	The Resources committee and the Health and Safety governor will continue to monitor the physical environment to ensure its safety. The Effectiveness committee will receive termly reports from the school's SENCO about the number of pupils requiring specific input and its impact	Ongoing
3. The school will maintain effective communication	Our aim is that disabled pupils will receive the same information which	Pupil and parent questionnaires are focussed	Review annually

between pupils and their families so that they can all access relevant information	<p>is provided to pupils who are not disabled within a reasonable time frame.</p> <p>We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.</p> <p>We aim to include actions to engage even more of our parents and carers. We share information with parents / carers in ways including letters and newsletters, school website, social media.</p>	and evaluate how effective our actions are. Reports to FGB.	
4. The school will address individual needs based on a multi professional approach	The school will seek and follow advice from the Local Authority support services, such as specialist teachers, advisors and health professionals	The SENCO provides an update to each Effectiveness meeting. He co-ordinates and facilitates ways in which children can best be supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation	Ongoing