



# St Ethelbert's RCP, Bolton

## Disability Equality Scheme & Accessibility Plan

2025-2028

## 1. INTRODUCTION

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011.

It has three main elements. In carrying out their functions, schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

An agreed definition of disability supported by the Disability Rights Commission, is: '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 day-to-day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function including what are often known as learning disabilities.'

The definition of disability covers a broad spectrum of impairments including:

- cancer
- diabetes
- epilepsy
- HIV
- multiple sclerosis
- hearing or sight impairments
- mobility difficulties
- people with mental health conditions or learning difficulties/disabilities.

St. Ethelbert's RCP will actively review all policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

**(See also Single Equality Policy; Safe Recruitment Policy; Medical Conditions policy)**

## **2. ETHOS & VISION**

The governing board of St Ethelberts RCP School is committed to:

- eliminating unlawful discrimination,
- eliminating disability related harassment
- promoting positive attitudes towards disabled people
- encouraging participation of disabled people in public life
- promoting equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to
- preparing and publishing a disability equality scheme to show how it will meet these duties

This scheme and the accompanying accessibility plan set out how St Ethelbert's RCP will promote equality of opportunity for disabled people.

This will cover four main areas:

- the promotion of equality and inclusion in all aspects of the school's work
- improving the physical environment to meet the needs of different stakeholders
- ensuring that all pupils are able to access the curriculum, including the wider curriculum, both in and out of school
- ensuring that information provided to students and parents is accessible to all and provided in appropriate formats

## **3. ROLES & RESPONSIBILITIES**

Whilst the prime responsibility for making sure the duty is met lies with the governing board, in practice the Head Teacher, SENCo and senior leadership team, with support from staff, students, parents and carers, and members of the wider school community, will all need to play a role to ensure St Ethelbert's RCP meets its duty.

## **4. PROMOTING POSITIVE ATTITUDES**

St Ethelbert's RCP promotes positive attitudes to disability in its Personal Social and Health Education lessons, its RE curriculum and its 'Family Time' assemblies. The staff show that they value the contribution of disabled students, and other students are given the opportunity to hear and understand the views of their disabled peers.

Positive attitudes to disability are promoted in a variety of ways, including:

- staff model respectful attitudes to disabled students, staff and parents
- where appropriate, there is representation of disabled people in positions of responsibility in the school
- there are positive images of disability in school books and other materials
- special events in the school celebrate diversity and equality for all groups
- all staff and governors, including those with a disability, act as visible role models

- planned opportunities for representatives of different disabled groups to visit school

## **5. PROMOTING EQUALITY OF OPPORTUNITY**

In line with our Single Equality policy, disabled students, parents and staff will have the same equality of opportunity as other groups.

The school will use a range of data to ensure that provision for disabled pupils promotes good achievement, both academically and socially.

Disabled students, staff and parents will be encouraged to participate where they already see their disabled peers included and succeeding in all aspects of the life of the school and beyond. Where disabled students, staff and parents are represented in senior, responsible and representative roles, this provides particular encouragement. The school will encourage participation in other ways including having disabled staff in lead roles, ensuring that the school council includes disabled students, and having disabled students in visible positions of responsibility such as Caritas Ambassadors. Again, meeting this element of the general duty will also help us to meet the other elements of the general duty.

## **6. ELIMINATING HARASSMENT**

As with all bullying, harassment of people with disabilities will not be tolerated and will be dealt with according to our policy and procedures. Pupils will be made aware that the use of derogatory terms, to either disabled or able-bodied students, which refer to disability, is not acceptable.

## **7. ACCESSIBILITY PLAN (APPENDIX A)**

The school's Accessibility plan will outline the school's current position, as well as any actions for improvement, in the following areas:

- Equality & Inclusion
- Physical environment
- Curriculum
- information

The plan will be reviewed annually, but amendments will be made if pupils, staff or parents with specific needs, who require adjustments, join our school community.



## St. Ethelbert's RCP – Accessibility Plan – 2025-2028

### Section 1: Equality & Inclusion

Objective	Actions	Outcomes	Timescale	Person responsible	Achieved
To ensure that the accessibility plan becomes an annual item at the Local Governing Board meetings	<ul style="list-style-type: none"> <li>MM to ask Trust Governance to put item on agenda for the summer term meeting</li> </ul>	<ul style="list-style-type: none"> <li>Adherence to legislation</li> </ul>	<ul style="list-style-type: none"> <li>Annually</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Trust Governance</li> </ul>	
To improve staff awareness of disability issues	<ul style="list-style-type: none"> <li>Review staff training needs</li> <li>Deliver appropriate training</li> </ul>	<ul style="list-style-type: none"> <li>Whole school awareness of current issues</li> <li>Key staff have the skills to meet the needs of pupils with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Termly review</li> <li>Training delivered at least once per year</li> </ul>	<ul style="list-style-type: none"> <li>SENCo</li> </ul>	
To ensure that all policies consider the needs of those with disabilities and promote equality of opportunity.	<ul style="list-style-type: none"> <li>Consider during policy review</li> </ul>	<ul style="list-style-type: none"> <li>Policies reflect current legislation.</li> </ul>	<ul style="list-style-type: none"> <li>As policies are reviewed according to the policy review cycle</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>Academy Trustees</li> </ul>	

### Section 2: Physical Environment

Objective	Actions	Outcomes	Timescale	Person responsible	Achieved
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<ul style="list-style-type: none"> <li>Audit of accessibility of school buildings and grounds by Governors</li> <li>Suggest actions and implement as budget allows</li> <li>Make reasonable adjustments to meet the needs of newly admitted disabled pupils</li> </ul>	<ul style="list-style-type: none"> <li>Modifications will be made to the school environment to improve access.</li> </ul>	<ul style="list-style-type: none"> <li>Annual audit</li> <li>Ongoing programme of works</li> </ul>	Trust Estates HT	

### Section 3: Curriculum

Objective	Actions	Outcomes	Timescale	Person responsible	Achieved
To continue to train staff to enable them to meet the needs of children with a range of SEN	<ul style="list-style-type: none"> <li>Identify current issues in school (e.g. ASD)</li> <li>Deliver appropriate training at whole school level or for individuals/ teams</li> </ul>	<ul style="list-style-type: none"> <li>Staff have an understanding of the barriers to learning for some pupils</li> <li>Staff have access to strategies and resources which might support disabled children with their learning</li> <li>Pupil progress accelerates</li> </ul>	<ul style="list-style-type: none"> <li>Half termly</li> </ul>	<ul style="list-style-type: none"> <li>SENCo</li> </ul>	
To continue to build a bank of resources which support children with disabilities in their learning	<ul style="list-style-type: none"> <li>Following training, identify and purchase resources which will support pupils with disabilities (e.g. ICT programmes for dyslexia/ dyscalculia; pencil grips; headphones; writing slopes etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate resources purchased</li> <li>Pupil progress accelerates</li> <li>Increased independence</li> </ul>	<ul style="list-style-type: none"> <li>annually</li> </ul>	<ul style="list-style-type: none"> <li>SENCo</li> </ul>	
To continue to develop the sensory/ nurture room provision for those children with the most complex needs	<ul style="list-style-type: none"> <li>Decorate room</li> <li>Purchase play/ learning resources</li> <li>Deliver regular training to key staff</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have their more complex needs met through a more appropriate environment</li> <li>EHCP targets will be met</li> </ul>	<ul style="list-style-type: none"> <li>Half termly review</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
To ensure that all children are able to access all out of school activities. eg. clubs, trips, residential visits etc.	<ul style="list-style-type: none"> <li>Carry out risk assessments for all activities which involve pupils with disabilities of medical needs</li> <li>Organise appropriate staffing / supervision</li> <li>Make suitable adjustments to activities / equipment</li> </ul>	<ul style="list-style-type: none"> <li>All children, if they wish, will be able to participate in activities</li> </ul>	<ul style="list-style-type: none"> <li>Half termly</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>Class teacher</li> <li>EVC</li> </ul>	
To meet the needs of individuals during statutory end of KS2 tests	<ul style="list-style-type: none"> <li>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to learning will be reduced or removed, enabling children to achieve their full potential</li> </ul>	<ul style="list-style-type: none"> <li>Autumn / Spring term each year</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>Y6 teacher</li> <li>SENCo</li> </ul>	

#### Section 4: Information

Objective	Actions	Outcomes	Timescale	Person responsible	Achieved
To ensure that all parents and other members of the school community can access information	<ul style="list-style-type: none"> <li>Written information will be provided in alternative formats as necessary</li> </ul>	<ul style="list-style-type: none"> <li>All parents will have access to key information form school</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>Office Manager</li> </ul>	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	<ul style="list-style-type: none"> <li>Staff to hold parents' evenings by phone or send home written information</li> </ul>	<ul style="list-style-type: none"> <li>Parents are informed of their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>Autumn &amp; Spring terms</li> </ul>	<ul style="list-style-type: none"> <li>Office Manager</li> <li>Class teachers</li> </ul>	