
Grantham Farm Montessori School

Equality and Accessibility Policy

At Grantham Farm Montessori School, we will ensure that every individual in our school community is able to learn and work effectively, free from discrimination and unfair treatment. We understand that everyone should be given equal opportunities to learn, develop and work in a safe and respectful way.

The school's strategy is to address and comply with the requirements of the Disability Discrimination Act (1995), Equality Act 2010 and the Special Educational Needs and Disability Code of practice September 2014.

The policy is a whole school policy and includes EYFS.

It should be read in conjunction with:

The Development, Learning and Academic Progress Policy

The Anti Bullying Policy

The SEND policy

The Staff Code of Conduct

As a school, we support and promote the British Values of tolerance, respect, individual liberty, democracy and the rule of law (see separate policy). While fully respecting the right to individual and personal beliefs, views and attitudes expressed that are contrary to the Equality Act 2010 and this policy will not go unchallenged.

Groups that are protected in law, by the Equality Act 2010, from direct or indirect discrimination are: age, disability, gender reassignment, race, religion or belief (including none), sex, sexual orientation.

Equality Objectives 2017-20

In relation to Achievement and Standards:

- 1 We will ensure that all children, including those with SEN are offered the opportunities to achieve their potential.
- 2 Staff will work with outside agencies and seek training and support when needs are difficult to meet from existing or current resources.
- 3 We will use in-school data to identify underachievement and where individuals require additional support.

In relation to Teaching and Learning:

- We will ensure that our curriculum, both in and outside the classroom, actively promotes understanding between different groups of people.
- In the curriculum explicitly taught and implicit e.g. in Circle Time, we will challenge stereotypes. We will do this through:
 - Using stories of individuals from history and current affairs as exemplars and role models from a wide range of cultures, religions, faiths, communities and groups.
 - We will use examples of all kinds of families in addition to a father, mother and children model e.g. foster carers; different ethnic groups; single parents and step parents; disabled parents and children; adoptive parents; same sex parents; extended family acting as main carers.
 - We will challenge all stereotypes, including those of gender and disability.

In relation to Behaviour and Safety:

- 1 We will maintain a rigorous anti-bullying stance so that all children and staff are protected from harassment and discrimination of all kinds.
- 2 Children will be allowed and supported in making choices free from judgement and ridicule; for example a boy wanting to dress up as a woman in role play or a girl preferring to play traditionally masculine games such as football.
- 3 Teachers will do their best to know and be aware of children's family make-up insofar as it affects their well-being in school. When potentially sensitive issues, for example adoption, are discussed in class, teachers will make every effort to communicate with parents and carers before (if the learning is a planned activity) or promptly if the issue arises during the day and is discussed. This will be managed with sensitivity and diplomacy.

4 Parents are encouraged and expected to inform the school of issues that may affect their child, such as divorce. Staff will not ask for or require details other than information that might affect the child's well-being in school.

5 We will challenge and address all discriminatory language relating to disability, age, race and sexual orientation. This includes when young children use terms unknowingly, for example the word 'gay' as a general term for stupid or idiot. Challenging will include discussion of what the terms actually mean and why they are offensive and unacceptable.

6 Adults using discriminatory language and/or behaviour in school will be subject to disciplinary action. Children will have their language or behaviour challenged and are expected to address their conduct.

In relation to the Head Teacher and Deputy

The Head and her Deputy will ensure that the school is well placed to promote and teach equality and diversity issues through the curriculum by:

- Providing high quality resources specifically for all curriculum areas reflecting diverse groups;
- Having well trained and equality-aware staff who understand their responsibilities to all children and families;
- Participating in national events such as Anti-Bullying Week and E-Safety Day and focussing attention on specific diversity concerns within our school community.

Accessibility Plan

1. This Equality and Accessibility Plan has been drawn up to cover the period from September 2017 to September 2020.
2. We are committed to providing a fully accessible environment which values and includes all our children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Grantham Farm School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment, as much as is reasonably possible in rented facilities, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information will be made available in suitable formats within a reasonable time frame.
1. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
2. We acknowledge that there is a need for ongoing adaptations to the building to improve accessibility. We also acknowledge a need for awareness raising and training for staff in the matter of disability discrimination and inclusion and the need to inform attitudes on this matter.
3. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
4. The Plan will be monitored through the Curriculum.

September 2017

Review date: September 2020 with annual reviews

Review September 2018

Review September 2019

Adopted by: Emma Wetherley, Head Teacher