



Single Equality Scheme

2019-2022

Reviewed April 2019 (To be reviewed at appropriate intervals)

Single Equality Scheme 2019-2022

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Foreword

“This Single Equality Scheme brings together the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – students, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework and in meeting our statutory obligations.

We acknowledge that it is very important for us all to work together in mutual respect, thus achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.”

Mrs P Dixon
Headteacher

What is the Single Equality Scheme and Action Plan?

We have produced our Single Equality Scheme (SES) and Action Plan that covers a three-year period from **2019 to 2022**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

Rationale: why the need for a policy?

We believe it to be true that.....

Every child deserves to be safe and loved and have a healthy and happy childhood, free from harm; and every child should have the chance to make the most of their talents and fulfil their potential. This is the starting point for the *Every Child Matters* framework.

But not every child gets the same opportunities and not every family is able to take up those that are available.

Not every childhood is a happy one.

Some families struggle more than others against disadvantage and discrimination. Some children are at greater risk than others of harm and / or ill health. Some children, young people and families are victims of discrimination which deprives them of dignity and opportunity whilst demeaning and undermining the strength of our society.

Therefore.....

Upton-by-Chester High School is committed to promoting fairness and equality in everything that the school does, acknowledging the diversity of all people who make up our school community. Equality involves a fair environment in which everyone can participate and is given the opportunity to achieve and shine. Diversity recognises and values differences between individuals and groups to create a positive and inclusive culture for the benefit of the community of Upton-by-Chester High School, its staff, students, governors and parents/ carers.

At Upton-by-Chester High School, we believe that every member of the school community has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, Upton-by-Chester High School will actively promote policies and procedures aimed at realising the full potential of every individual. Upton-by-Chester High School will endeavour to maximise resources to ensure that opportunities are open to all. It is the objective of Upton-by-Chester High School to comply with the spirit as well as the letter of the law.

Unfair discrimination may include harassment, stereotyping, prejudice, bullying and victimisation. This may be **direct** where a person is treated less favourably than others would be in similar circumstances or **indirect** where a requirement is applied equally to all groups but has a disproportionate effect on the members of one group because a considerably smaller number of members of that group can comply with it. This applies whether intentional or not. Direct discrimination is unlawful unless it can be objectively justified. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the issue in question. Unfair discrimination will not be tolerated and may constitute a serious disciplinary offence. In extreme cases it may involve a criminal act which will be reported to the Police.

This policy does not mean that everyone will be treated equally in all cases. Different people may be treated in different ways depending on a wide variety of circumstances. For example, the persistent bully will be dealt with differently from a first time offender.

This policy and any related procedures will be easily accessible and available. This policy intends to comply with all statutes and regulations and the present and future legislation will override this policy if appropriate.

The principles behind the policy.....

- We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equality is not simply about protecting the potentially vulnerable. We believe that all children are disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We seek the views of all groups affected by the policies and work of our school and try to involve them in policy changes.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.



School Policy on Racial Equality



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Updated April 2019

Related policies: Anti-bullying; Child Protection; Gender Equality; Behaviour; Complaints; PSHCE

School Context

Upton-by-Chester High School is set in an area with no specific ethnic minority group, approximately 10% of the school population is of ethnic minority origin. There are very specific challenges to the school and the community in relation to racial equality and preparation of students for life in a multi-cultural society.

A full ethnicity analysis is available from the school if required.

Moral and Values Framework

The school makes explicit that the culture and ethos of the School is one where all in the community (staff, students, parents and visitors) treat each other with courtesy and respect. It is made clear that the values and beliefs of others will be respected and unpleasant comments and abuse about a person's race and cultural groups are unacceptable. Other incidents that are equally unacceptable include racist graffiti, wearing racist badges or insignia, bringing racist material into school, using the school's computer system to access or distribute racist material and inciting others to behave in a racist way.

The school aims to ensure that all students have access to everything the school offers, both curricular and extra-curricular and that every chance is taken to actively promote equality of opportunity. In this policy when the word racial is used it is intended to cover all minority groups in our community.

Statement of policy on race

Upton-by-Chester High School believes that each student and adult within the School community is unique, has rights and responsibilities and should be treated equally and with respect. This also applies to any visitors to our community. All, of whatever racial, ethnic, religious, cultural or national group, should be treated with courtesy and respect. The values and beliefs of others, even though different from each other will be respected. **Any unpleasant comments about a person's race or religion are unacceptable.** Any form of racial harassment will not be tolerated. All School policies will aim to foster racial equality.

Definition of a racist incident

Recommendation 12 of the Stephen Lawrence Inquiry Report states that the definition of a racist incident should be:

“any incident which is perceived to be racist by the victim or by any other person”

The School will work with staff, parents and the LA to develop its understanding of racial and ethnic diversity and its ability to work with students, particularly in relation to racial incidents. The personal and educational progress of students will be monitored to ensure that the School’s policy and practice in relation to racial equality helps students. The School will encourage positive appreciation of diversity and take a robust stance against discrimination and abusive behaviour.

Educational Aims

As part of its work to ensure racial equality, the School aims to ensure that within its educational provision and in all subject areas students are offered opportunities to:

- Understand and celebrate diversity- much of the school’s ongoing work with international partner schools has this aim at its core;
- Develop an understanding of their rights, the rights of others and their responsibilities to each other;
- Develop an understanding and appreciation of the religious beliefs and practices of others;
- Develop an understanding of global citizenship;
- Understand the power of language particularly relating to the verbal abuse of someone because of their race /ethnicity;
- Develop the capacity to challenge racist attitudes and behaviours;
- Be educated to take their place as a responsible member of a multi-cultural society.

School will also act to ensure that each and every member of the school community

- Experiences quality of opportunity;
- Feels a full and respected member of the school community;
- Has high expectations of themselves, their fellow students, staff and others;
- Develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in society;
- Develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes..

The management of race related Incidents on school premises

Health and safety of students

The School will work to ensure that children feel able to express their concerns about verbal and/or physical abuse in order that issues can be dealt with in a constructive and coherent way. The victim’s concerns will always be taken seriously.

Pastoral Care and Support

The heads of hall, working with the student’s form tutor will be responsible for the pastoral care and support for students who have experienced racial abuse. A named governor will monitor and support staff working on this issue. The named governor will report to the Governing Body.

The Disciplinary Process

The school will use existing disciplinary structures for any student who perpetrates racial harassment. Parents of both the victim and perpetrator will be informed following the procedures developed under the School’s Anti-Bullying Policy. Reference will be made to Cheshire West & Chester Council Guidance on Dealing with Racial Incidents and if necessary specialist advisory help

will be used (advisory teacher for PSHE, advisory staff for anti bullying) to give guidance on approaches and avenues of support staff may access.

Breaches of the Policy

School will consider every breach of the policy in the light of the particular circumstances, and if students were involved taking into account their age and nature of the breach. We will call on support from the LA, the Police or other agencies as appropriate.

Reporting Racist Incidents

School will put in place systems for recording racist incidents and will report to the LA using the standard reporting forms and to the Governing Body annually in the Headteacher's Report. In critical incidents, the LA's procedures for dealing with critical incidents will be followed.

Graffiti

Once reported, any form of graffiti is removed within 24 hours. This is school standard practice. Premises and toilets are checked on a daily basis. A graffiti log is kept by the Premises Manager.

Responsibilities

Governing Body

- Ensuring that the school complies with Race Relations legislation, including the general and specific duties
- Ensuring that the policy and its related procedures and strategies are implemented

Headteacher

- Along with the Governing Body, ensure that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Taking appropriate action in any cases of racial discrimination.

People with specific responsibilities

- There is a senior member of staff (with governor support) responsible for co-ordinating race equality work
- There is a senior member of staff (with governor support) responsible for dealing with reported incidents of racism or racial harassment
- Senior managers responsible for ensuring effective interventions to support students.

All staff

- Dealing with racist incidents and knowing how to identify and challenge racial bias and stereotyping
- Promoting across the curriculum and extra-curricular activities racial equality and good race relations and not discriminating on racial grounds
- Keeping up to date with race relations legislation by attending training and information events organised by the School, LA or other agency as required.

Teaching staff

- Ensuring that students from all racial groups have full access to the curriculum

- Promoting racial equality and diversity through teaching and through relations with students, staff, parents and the wider community

Visitors and contractors

- Being aware of, and complying with, the school's Race Equality policy

Reviewing and evaluation policies

School will:

- Regularly review, monitor and assess all policies and strategies for their effectiveness in (1) eliminating racial discrimination, (2) promoting racial equality, and (3) promoting good relations.
- Build racial equality questions into school self-review and evaluation frameworks. The PASS survey is effective in highlighting such features.
- Use the results of reviews and assessments to inform all planning and decision making

Publishing the results of monitoring and assessments.

- School will use appropriate methods to publish the results of monitoring;
- School will make information available as appropriate to different members of the school community;
- School will ensure that information it publishes cannot be used to identify individuals.

Implementing the policy

School will implement the policy through the Governing Body, the Senior Management Team and other staff teams and groups

The same groups will be used to monitor the policy, and to review and evaluate its effectiveness. The policy will be reviewed annually in the first instance.

Promoting and supporting the policy

- School will promote the policy using staff meetings and training sessions to communicate the policy to staff
- School will use the Student Council, assemblies, PSHE lessons and other opportunities that may arise to communicate the policy to students
- Report incidents of racial abuse to Governors but ensure confidentiality of student's identity.
- The school may actively recruit staff from minority groups to accurately reflect the ethnic make-up of the student body, if necessary.

Policy Review

To be reviewed at appropriate intervals.



School Policy on Sex & Gender Equality



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Updated April 2019

Also see separate policy on LGBT

Legislative Context

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

Social Context

We understand that despite thirty years of individual legal rights to sex equality there is still widespread discrimination and persistent gender inequality. Both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

School Context

Upton-by-Chester High School is a mixed 11 – 18 comprehensive. The student gender split is approximately 50/50. Students are taught in mixed gender sets at KS3 and all students have the opportunity to choose the same subjects at KS4 and KS5; again these are mixed gender classes. Extra- curricular activities are open to all students.

Mission Statement – Why the need for a policy?

Upton-by-Chester aims to be a happy and successful school that provides a caring and challenging learning environment for all of its students and where there are high expectations with regard to standards of both work and behaviour.

We expect our students to:

- Work hard and give of their best- effort is important
- Behave in a considerate manner- in our school, people matter
- Take pride in themselves, their work and their school.

We believe that all staff and students should be able to work hard in a well- ordered learning environment whilst feeling safe and valued. Upton-by-Chester High School is committed to ensuring equal treatment of all its employees, students and all others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery. This school will not tolerate harassment of people based on their gender or transgender status.

We are committed to ensuring equality of education and opportunity for staff, students and all those receiving services from the school, irrespective of gender. The achievement of all

pupils and students is monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Upton-by-Chester High School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We are aware of the need for each gender to value the other, to ensure that everyone in the school feels respected and to provide the building blocks which reduce the risk of violence between adults of different genders in the future. A fundamental expectation of school life in Upton-by-Chester High School is that we work together to encourage respect for each other.

The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Upton-by-Chester High School has due regard for the need to, and works to:

- eliminate unlawful sexual discrimination
- eliminate sexual harassment
- promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator and would work with both the victim and perpetrator.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

The school understands that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage. For instance boys have significantly underachieved nationally at KS4. To successfully bridge this achievement gap, the school where appropriate will use different resources to motivate girls and boys.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty,

- eliminating unlawful discrimination
- eliminating harassment
- promoting equality of opportunity between men and women/ boys and girls

to be different, but that they should normally support each other.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

The Specific Duties

The school welcomes the responsibility to think and act more strategically about gender equality. To meet the specific duties, and be guided by the Code of Practice prepared by the Equal Opportunities Commission.

We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- collect and analyse school data and other gender equality relevant information
- consult all staff, students, parents and relevant local communities
- review all our school policies and practices to assess the ways in which they might impact on gender equality
- ensure governors, staff, students, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- assess and address the causes of any gender pay gap

We will:

- report on progress through the review of this policy and set objectives where necessary.

Responsibilities

All governors, staff, volunteers, students and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy. In addition:

The school governors are responsible for ensuring that the school prepares, publishes, implements, reports on and reviews a Gender Equality Policy (including budget requirements), and in particular, the employment implications of meeting the Duty.

The Headteacher works with the SLT to ensure that –

- the Policy is implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, students and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty

- existing and planned policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Gender Equality policy and of any action plan

All staff have a responsibility to: deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Students and parents have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

We believe that having this gender equality policy will;

- support us in our decision-making and policy development;
- give us a clearer understanding of the needs of staff, students and their families;
- enable us to provide better quality services which meet varied needs;
- help us target our resources effectively;
- help promote increased confidence in our school;
- make an effective use of our workforce;

We recognise that both genders can suffer from stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and the wider community.

Single Sex Provision

Where we provide for one sex only, this is to help meet the different needs of boys and girls, usually where there is an issue of physical intimacy to be considered. We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping and gender inequality.

Both sexes are given the same opportunities and where we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex. We do not

offer different curriculum choices to boys and girls, and where there are curriculum options we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes. Indeed, all school option choices for students are free choices to be made without any narrowing of alternatives to any student.

Breaches of the Gender Equality Policy

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's behaviour policy, anti-bullying and cyber bullying policy and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

Consultation; publishing; staff, students and parent development

This policy has been drawn up in consultation with governors, staff, students, and parents. These consultations have contributed to developing the awareness among governors, staff, students and parents of the ongoing need to eliminate unlawful sexual discrimination and harassment and to promote gender equality. This policy is reviewed annually.

Copies of this policy are available from the school office and on the School VLE and Staff Resources.

We will continue, to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

To be reviewed at appropriate intervals.



School Policy on Disability Equality

Updated April 2019



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This Disability Equality Policy and Scheme has 'Every Child Matters', 'Excellence and Enjoyment', the school's 'Healthy School' and 'Eco School' ethos and the school's Mission Statement and Aims at its heart.

Mission Statement – Why the need for a policy?

Upton-by-Chester aims to be a happy and successful school that provides a caring and challenging learning environment for all of its students and where there are high expectations with regard to standards of both work and behaviour.

We expect our students to:

- Work hard and give of their best- effort is important
- Behave in a considerate manner- in our school, people matter
- Take pride in themselves, their work and their school.

We believe that all staff and students should be able to work hard in a well- ordered learning environment whilst feeling safe and valued. Through our school ethos, our Headteacher's vision, the school's RESPECT agenda, enhanced by our Personal, Social, Citizenship and Health Education curriculum, we foster the recognition that individuals have different strengths and weaknesses. All are equal members of our school community with valuable assets to contribute, who deserve respect and nurture.

One of our school students' strongest traits and something of which we are very proud is the patience and support shown to members of the school community with various disabilities that need such support. Upton students in this respect rarely disappoint and are often empathetic beyond their years.

A fundamental expectation of school life in Upton-by-Chester High School is that we work together to encourage respect for each other.

This mission applies to all children including those defined as "disabled".

Definition of "disabled" from the Disability Discrimination Act is:-

'Disabled children and adults are those who have a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The Aims of the Policy

The general duty to promote disability equality is owed to all disabled people which means that we must have a structure to give due regard to:

1. promoting equality of opportunity between disabled people and other people;
2. eliminating discrimination that is unlawful under the Disability Discrimination Act;
3. eliminating harassment of disabled people that is related to their disability;
4. promoting positive attitudes towards disabled people;
5. encouraging participation by disabled people in public life;
6. taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This policy explains how the school meets these responsibilities and includes points for further development actions in the future. This policy works alongside the school's Accessibility Plan.

Arrangements and processes in place for students with disabilities.

The views of parents and carers of disabled students and the views of the students are very important to us and many verbal consultations take place in meetings with a variety of participants and with varying degrees of formality. The purpose of any such interaction is to work with a common purpose to identify the most beneficial ways to provide successful inclusion of their children. Action planning addresses any issues raised.

These are some of the ways in which the additional needs of disabled students are met.

Year Six- prior to transfer

1. October. An Open Evening is held for all students. The Headteacher introduces the SENCO and invites parents/ carers to enter into an informal discussion and to establish contact;
2. Parents usually visit school as a result of this preliminary discussion. They are invited in to see the school and working environment;
3. Child is invited in if appropriate;
4. March. Firm place allocated;
5. April. Feeder primary contact- SENCO will visit to primary school to meet child;
6. May. Feeder primary contact- SENCO and Head of Year visit to primary school to visit staff and discuss strategies. Subject specialists teach lessons to Y6 and begin to see the students in a learning context.
7. June and July. Year 6 students who have an Education, Health & Care Plan (EHCP), Top-Up funding or additional needs will have been identified. A transition review is normally held as part of the annual review. Staff present at this review will normally be: UHS SENCO, Primary School teachers/ support staff, The Local Authority consultant with particular expertise in the specified disability: auditory, visual, motor. Parents and carers are asked here or at a further pre-transfer interview with the SENCO and Learning Leader about the adjustments that the school may need to make to meet the needs of the students. Firm planning is well underway by this point.
8. Extended transition programme. This is a 4 week course on Friday mornings for identified vulnerable students to help them to settle in.
9. Snippets of what are perceived to be potentially the most difficult part of the day arranged- possibly lunch arrangements- supported by TA from primary school.

10. Further contact for students with firm places in school- advice and help is sought from:
Premises Manager advises on access;
Assistant Head responsible for timetabling tries to arrange ground floor room schedule for students with severe motor disabilities;
Occupational Therapy service provides advice and information to school;
Disability consultants CWAC. The Local Authority has specialists for specific disabilities, including: hearing, visual, motor.
11. Year 6 induction days for all Year 6 students - our High School support staff introduced to and working with new students.

In Year 7 and in all subsequent school years:

1. Assignment of TA/ TAs to designated students. The move is towards having more than one TA involved with a student so that more staff are up to speed with the particular factors involved in each case.
2. Assignment of Learning Mentor if applicable.
3. Modified Curriculum if necessary.
4. Technological aids are supplied to help overcome a child's barriers to learning
5. A staffed Safe Haven in the Support dept. is available at break and lunch times.
6. IPM is set up.
7. Local Authority specialist consultants visit school to meet child, get feedback and review arrangements if necessary.
8. Monthly Internal Review Meetings are held.
9. IPM reviews take place twice a year
10. Annual EHCP review is held towards the end of the year.
11. Assistant Head in charge of curriculum/ rooming reviews room allocation for the following year.
12. In exam years, the school is assiduous in providing the relevant 'examination access arrangements'.

This is an ongoing process throughout school life

Preparation, planning and assessment

Preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style. For example, picture enhanced communication methods for those with language difficulties. Short-term planning indicates those children with particular needs, and the type of teaching method to be employed.

Curriculum modification

The school recognises that there may be times when reasonable adjustments need to be made to the timetable when required. For instance, reduced hours, rest periods in the day or phased returns after absence or injury.

Harassment

Staff are instructed to report every case where it is suspected that harassment of a disabled student or staff member has taken place that is related to their disability;

Activities

The school promotes access for children with disabilities on school visits, social events and residential trips. Individual risk assessments are compiled to facilitate positive inclusion wherever viable. Children with disabilities are encouraged to take up positions of responsibility like the School Council and other action groups.

These strategies used with students facilitate our Headteacher's vision, which is to achieve:

"Excellence in teaching and learning, achieved through an enjoyable and professional whole community team effort following clearly defined goals, which recognises and values the uniqueness and achievement of every child, and respects the dignity of all."

RECRUITMENT, DEVELOPMENT AND RETENTION OF DISABLED EMPLOYEES

Following CWAC guidance, at recruitment, staff are asked to disclose details of any disability on the confidential application form.

Assessment is then made on all candidates' fitness for work in the advertised post.

Staff have received training on the Disability Equality Duty and are aware how and with whom to raise personal issues during the school year. Staff with disabilities are consulted as to whether there are any new circumstances that they would like to disclose at performance management annual reviews. Staff Meetings provide a forum for further discussion on disability issues.

The school is aware of the 'Access to work' scheme and of LA policies, which may be relevant for disabled staff. For example, a significant number of present staff have taken advantage of "phased return" arrangements.

Governors will be asked when they take up their posts whether there are any disabilities that they wish to disclose in order that the school may make reasonable adjustments necessary.

To be reviewed at appropriate intervals.



Policy on Accessibility

Updated July April 2019

To be reviewed at appropriate intervals.

Introduction

The SEND Code of Practice **2015** (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families **Act** 2014 and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January **2015**. The SEN and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. The policy is written in accordance with the DfES guidance publication "Accessible Schools". The Governing Body has three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourable, for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA).

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

- not to discriminate against disabled students in the admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage

- in performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- the school recognizes and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- the school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles;

Activities

Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local HS Trusts.

Physical environment

Under the legislation the school is required to make reasonable adjustments to the physical environment where practical.

- Parents should be aware that the school site covers a wide area with many old buildings with more than one storey and without lifts. Similar to many secondary schools, the school policy of subject areas with designated classrooms requires students to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Students with impaired mobility will therefore be somewhat disadvantaged by these problems.
- The school is addressing these issues as part of the buildings development and refurbishment programme, but some substantial improvements cannot be achieved by reasonable adjustment but require major alterations which are at a prohibitive cost to the school.
- The Accessibility Plan will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

Access to the Curriculum

- The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to tailor the curriculum to student requirements.
- Staff will continue to be made aware of students with Disability or Special Educational Needs by the Head of Special Educational Needs.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum, teaching methods, and within classrooms to ensure that disabled students are not disadvantaged in accessing the curriculum.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- Departments should identify staff development needs to improve their ability to meet the

needs of students and include these within the performance management systems.

Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies eg.

- School Development Plan
- SEN Policy
- Inclusion Policy
- Premises Development

The plan is also available in the following formats, on request to the Headteacher: e-mail enlarged print versions.