



EMPOWERING YOUNG PEOPLE TO TAKE ON THE WORLD

### **Accessibility Policy**

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## **ACCESSIBILITY POLICY**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

School 21 is committed to ensuring equal treatment of all its employees, children and any others involved in the school community with any form of disability and we ensure that disabled people are not treated less favourably in any procedures, practices or curriculum delivery. We recognise that that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The school will not tolerate harassment of disabled children with any form of impairment, and will also consider the needs of children who are carers of disabled parents. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We have strong values that guide the actions of both staff and students and make us a strong community. The school's values are:

Humanity: Choose kind

Community: We build strong circles

Excellence: We go above and beyond

Openness: To reflect and grow

Responsibility: We step up

The school supports any available partnerships to develop and implement the plan. We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, governors and pupils of the school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## **Legalisation and Guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

School 21 recognises its three key duties to disabled pupils under Part 4 of the Disability Discrimination Act:

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

In response to the recent introduction of the Disability Equality Scheme, School 21 is also mindful of the need to continue to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

## **Responsibilities**

It is the responsibility of the Senior Leadership Team to draw up an accessibility plan for the school that covers the following:

- The purpose and direction of the School's plan, its ambition for its disabled pupils and the place of disability equality provision in its mission and vision
- The nature and characteristics of the School, gleaned from pupil data and past school audits, to serve as a starting point for identifying the needs of the

population for whom the School is planning, and its strengths and weaknesses in working with disabled pupils

- The views of those consulted during the development of the plan, which will be informed by the opinions and aspirations of young people with disabilities, the parents of those with disabilities, other disabled people or organisations and the priorities of the LA
- The curriculum: how best to increase disabled pupils' participation in the school curriculum, paying special attention to the use and distribution of expertise and resources.
- Increasing access to extracurricular activities and educational visits
- Improving the physical environment, including physical access and facilities, visual and acoustic environments and how physical works might be incorporated into the overall rebuild schedule
- Improving the delivery of information, to include making information available in a variety of media, rather than just print, with sensitivity to specific impairments
- How the behaviour and exclusion policy is differentiated or reasonably adjusted for disabled pupils
- Who is responsible for implementing the various aspects of the accessibility plan and the role of the governing body in setting its direction
- Ensuring the this plan is readily available to parents, students, staff and relevant organisations.

### Monitoring arrangements

The impact and effectiveness of all policies and operating procedures will be regularly evaluated as part of each School's monitoring processes and changes made as appropriate.

School 21 have in place a reasonable adjustment agreement for all staff and pupils with disabilities to meet their needs better and ensure that any disadvantages they experience are addressed. We review and monitor our current good practices and make adjustments as necessary.

Aim	Current Good Practice	Person Responsible for monitoring
Increase the participation of children with disabilities in the school curriculum.	School 21 offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional	Senior Leadership Team / Inclusion Team and Governors

	needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Additional adults support students when needed to access the full curriculum.	
Improve the physical environment of the school to enable disabled pupils and their families to take better advantage of education, benefits, facilities and services provided	The environment is adapted to the needs of pupils as required. This includes: · Ramps · Elevators · Corridor width · Disabled parking bays · Disabled toilets and changing areas	Facilities Team
Improve the availability of accessible information to people with disabilities	Our school uses a range of communication methods to ensure information is accessible. This includes: · Internal signage · Large print resources · Visual or symbolic representations	Senior Leadership Team / Inclusion Team

### **Equality Impact Statement**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review of our policies we shall assess and consult relevant stakeholders on the likely impact of these policies on:

- Disability
- Gender (including gender identity)
- Race
- Age
- Religion and belief
- Sexual orientation

- Community cohesion

This will be monitored using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

### **Rationale**

The Equality Act 2010 – which entered law in April 2011 - enshrines the values and ethos of School 21 in relation to ending all forms of discrimination based on race, age, sexual identity, disability, religion, gender and social-economic criteria.

This core principle is a fundamental tenant of the purpose of the school and we seek through education, personal, emotional and social development to aid the children under our care and guidance to approach all members of the community (local, national and international) with a deep rooted ethical respect that comes from fostering a profound understanding of the diversity that exists within the world and how they can contribute to ensuring that all people are treated equally. The equality act allows us to embed these core values for all staff, governors, parents and children to fully understand.

### **Purpose**

The purpose of this policy document is to clarify the beliefs, principles, actions and outcomes that we seek to achieve through our strong commitment to supporting an ending of all discrimination.

This document will consider several areas that are important when ending discrimination:

- Teaching, learning and the curriculum
- Staff and Stakeholders
- Roles and responsibilities
- Data collection
- Clarification of discrimination

Through these areas the procedures and requirements to meet the Equality Act 2010 will be highlighted and our self-evaluation will be in line with these in order to ensure that the school is not only meeting, but exceeding its statutory requirements to tackle discriminatory behaviour and attitudes within the local community.

### **Teaching, Learning and the curriculum**

All children have a right to access the school curriculum to their fullest potential and should not be hampered from doing so, by physical or mental disability, race, gender or religious beliefs.

Teaching strategies within the school should reflect this inclusive ethos and all children should be catered for when accessing the curriculum. This should be done through supportive approaches that understand the child's needs and abilities.

All children should be allowed to experience the intrinsic pleasure of learning through teaching practices that ensure full access to the curriculum acknowledging ethnic, cultural, physical and learning differences.

We aim to achieve this through an approach that encompasses and enshrines the following principles:

1. Use of the curriculum, assemblies and coaching to promote attitudes and values that will challenge any form of discriminatory behaviour.
2. Monitor achievement and progress using contextual data that will help us to improve the ways in which we provide support to children.
3. Ensure that the curriculum is accessible to all pupils through rigorous moderation of planning; use of lesson observation and work scrutiny to ensure all children have equality of opportunity to reach their fullest potential.
4. Ensuring that all teachers have the highest expectations of all pupils leading to a challenging and engaging learning experience that motivates all children to achieve to their fullest potential.
5. Using curriculum opportunities, coaching and assemblies to prepare children for life in a diverse society.
6. Challenge stereotypes and promote a positive culture that challenges discrimination in all its forms.
7. Providing a curriculum that is reflective of the children's needs and aspirations.

We will also ensure that admissions are open and transparent and do not discriminate against individuals on grounds of ethnicity, gender, socio-economic background or disability. We will further support this transparency by ensuring that all exclusions follow the school's behaviour policy while monitoring to ensure that no discrepancies based on ethnicity, gender, socio-economic background or disability appear – and if so that these are tackled immediately.

### **Equal Opportunities for Staff**

School 21 is strongly committed to the principles of equal opportunities and the monitoring and promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions should be made on the basis of merit and ability that reflects the law and our obligations as an employer. Through this positive approach we will seek to reflect the diverse community that we serve.

As an employer we need to ensure that we eradicate all forms of discrimination and harassment in our employment practice and actively promote equality of opportunity for all members of staff. As an educational organisation we must act to ensure that no individual is discriminated against in respect to their ethnic heritage, religious beliefs, sexual orientation, gender or gender reassignment or disability. This principle should be practiced when appointing staff and promoting staff from within the organisation – i.e. moving onto a TLR or moving from main scale to upper pay scale, or non-teaching staff moving up the pay spine in relation to new duties.

In line with the Equality Act we will not enquire about the health of an applicant until an offer of employment has been made. We will make reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

We will ensure that all staff understand the role they must play in tackling negative stereotyping and ensuring that we as an organisation follow a non-discriminatory ethos.

## **Stakeholders**

By the term stakeholders we mean members of the community who use the services (children and parents), staff members and Governors. This policy will apply to all stakeholders and ensure that the statutory obligations of the organisation are met in line with the Equalities Act (2006 and 2011), The Disability Discrimination Act (2006), Equal pay Act (1970), Sex Discrimination Act (1975) and the Race Relations Amended Act (2000). We will ensure that these obligations are met through the following:

1. By promoting equality of opportunity that does not discriminate against ethnic heritage, gender, age, disability, religion or sexual orientation.
2. Eliminating harassment against all stakeholders within the school and premises based on ethnic heritage, gender, age, disability, religion or sexual orientation.
3. Promoting positive attitudes in all people and tackling negative stereotyping of people based on ethnic heritage, gender, age, disability, religion or sexual orientation.
4. Taking active measures to investigate, report and act on incidents involving stakeholders within the school premises that could be interpreted as acting contrary to legislation that is aimed at protecting all people from physical assault, verbal abuse and theft of property based on their ethnic heritage, gender, age, disability, religion or sexual orientation.
5. Collecting and analysing school data based on incidents of discrimination or threatening behaviour toward others based on their ethnic heritage, gender, age, disability, religion or sexual orientation and working towards preventing such incidents occurring again.
6. Having all staff model the behaviours that we would expect from all stakeholders who engage with the organisation.
7. Use the curriculum to ensure that children grow to adulthood showing respect to all individuals regardless of their ethnic heritage, gender, age, disability, religion or sexual orientation.
8. Identifying clear procedures for tackling all incidents of verbal abuse, physical assault and theft of property from individuals and emphasising a clear approach to those that involve any aspect of discrimination or prejudice based on ethnic heritage, gender, age, disability, religion or sexual orientation.

## **Procedures**

If incidents occur, School 21 will aim to ensure that they are dealt with in a professional manner. We will:

1. Intervene and stop the incident making it clear that this is not the behaviour we expect on our premises or in our school building by children, staff or other stakeholders.
2. If the incident is witnessed by pupils then explain to them why this should not occur within or without the school.
3. Report the incident to the Headteacher and inform them of the action taken.
4. Inform the class teacher of any children or children's parents that might have been involved.
5. Record what happened in the incident book.

6. If there is pupil involvement, inform both sets of parents.

### **Roles and Responsibilities**

#### **Governors**

The Body of Governors sets out its commitment to equal opportunity for all stakeholders within this policy and will continue to strive to ensure that school is fully inclusive toward all pupils and staff members and is responsive to their needs in relation to gender, ethnic heritage, disability, sexual identity, age and religion. Through this strong commitment the Governing Body seek to ensure that people are not discriminated against when applying for employment and will ensure that all successful applicants have obtained their position through ability and merit.

The Governing Body will also ensure that reasonable steps have been taken to ensure equal access to the school environment for all stakeholders and strive to ensure that there is inclusive communication between the school and pupils, parents and carers. The Governing Body will also ensure that admissions are open and transparent and do not discriminate against children on ethnic heritage, gender, disability and socio-economic background.

#### **Headteacher**

The Headteacher will implement the school's equality policy and plan with the support of the Governing Body, ensuring that all staff are aware of their roles and responsibilities. Furthermore the Headteacher will ensure that all appointments panels give full due to the policy and plan by providing equal opportunity for both employment and training. The Headteacher will oversee the development of a curriculum that promotes respect for other people and allows all children to take a full part in school life. Any incidents of unfair treatment or bullying will be investigated under this policy.

#### **Teaching and Non-Teaching Staff**

All staff should ensure that all pupils are treated fairly, equally and with respect in line with the School's Equality Policy. Any stereotyping should be tackled and opportunities within the curriculum should be used to promote respect for the diversity and differences that exists within the local, regional, national and international contexts. All staff should challenge incidents that can be viewed as being discriminatory toward people and children based on their ethnic heritage, gender, age, disability, religion or sexual identity.

#### **Collating Information**

We will collect a wide range of quantitative and qualitative information. We will use this information to ensure that we are meeting targets and successfully implementing the Equality Policy across the school. We shall undertake reviews in recognition that our pupils and staff may face more than one barrier to

achieving their full potential. Review of the policy and action plan will occur as needed and we shall use the following data to aid in planning future actions to be taken:

- Admissions and exclusions
- Reported incidents
- Parental questionnaires
- Student voice – i.e. school council, class forums, focus groups
- Staff feedback
- Progress and attainment meetings
- Inclusion team meetings
- SENCO
- Curriculum leaders

### **Clarification of Discriminatory Incident**

Discrimination can take many forms such as verbal abuse, physical assault, intimidation, exclusion from social groups, name calling, jokes, graffiti, and unwanted comments based on ethnic heritage, age, sexual identity, disability, religion, gender and social-economic criteria. These could occur as:

- Physical assault
- Use of derogatory names
- Use of derogatory jokes
- Insults based on ethnic heritage, age, sexual identity, disability, religion, gender and social-economic criteria.
- Derogatory graffiti on walls, displays, books, clothing
- Wearing badges or symbols that are derogatory to others based on ethnic heritage, age, sexual identity, disability, religion, gender and social-economic criteria.
- Bringing discriminatory material into school
- Verbal abuse and threatening behaviour
- The promotion of, or attempted recruitment to discriminatory groups and organisations
- Incitement of others to bully or discriminate against others based on their ethnic heritage, age, sexual identity, disability, religion, gender and social-economic criteria.
- Refusal to cooperate with others on grounds of their ethnic heritage, age, sexual identity, disability, religion, gender and social-economic criteria.

Through this policy and relevant action plans we seek to ensure that all forms of discrimination are not tolerated within the organisation and that all children, staff, parents and stakeholders encounter an open and supportive environment that respects all.