



EQUALITY & ACCESS 2018-19

Title of Policy	Equality & Access 2018-19
Date of adoption	Autumn 2018
Originator	J Arnold
Date of review	Autumn 2019
Additional information	

EQUALITY INFORMATION 2018 and beyond

Our school is committed to equality and community cohesion

- We try to ensure that everyone is treated fairly and with respect.
- We make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students extra support is needed to help them to achieve and be successful.
- We try to make sure that people are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome our duty under the Children and Families Act 2014 to protect our vulnerable students (including fulfilling the requirements of the SEND Code of Practice 2014).

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free school meals
- students who are disabled
- students who have special educational needs

Part 1: Information about the pupil population

Number of Students on roll at the school: **1730**

Information on Students by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ❖ has a significantly greater difficulty in learning than the majority of others the same age, or
- ❖ has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Number of Students with Statements/Education Health Care Plans: 12

There are Students at our school with different types of SEN/disabilities and these include:

- Cognition and Learning
- Social, Mental and Emotional Health
- Communication and Interaction
- Sensory and/or Physical Needs

Pupil Special Educational Needs (SEN) Provision		
	Percentage (%) of school population	
Whole School	1730	
No Special Educational Needs	1589	91.85%
Additional Needs	129	7.46%
Statement / EHCP	12	0.69

Gender	
Male	902
Female	828

Ethnicity			
	Boys	Girls	Total
White British	812	773	1585
Any Other White Background	15	14	29
Chinese	17	7	24
White and Asian	7	7	14
White – European	22	0	22
White and Black Caribbean	2	9	11
Any Other Mixed Background	3	3	6
Indian	2	0	2
Any Other Asian Background	7	2	9
White – Irish	4	2	6
Black - African	2	2	4
Black – Caribbean	0	1	1
Black - European	1	0	1
Black - Nigerian	1	0	1
Gypsy/Roma	1	0	1
Pakistani	1	0	1
Asian and Any Other Ethnic Group	1	0	1
White Eastern European	0	1	1
White and Any Other Ethnic Group	1	0	1
Refused	5	5	10
	904	826	1730

Pregnancy and maternity	
Number of Students	
Students who are pregnant	0

The school is aware of the particular challenges and barriers faced by pregnant students and young mothers. Consequently the school will provide sensitive and appropriate support to any student who is pregnant or who has recently had a baby.

Please note:

We do not collect data on the sexual orientation of our students, but as a school we are aware that there may be a number of equality issues for those persons who share this protected characteristic.

We do not collect data on students with regard to gender reassignment but recognise that those persons who share this protected characteristic may experience discrimination and harassment.

Part 2: Equality Objectives 2018 and beyond

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on the areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives
1. All students to maximise their potential in examination results. Ensure that all groups achieve at least in line with national expectations.
2. To achieve outstanding attendance i.e. 95% overall with persistent absence of no more than 5%. To ensure that no particular group in the school is over-represented in the persistent absence statistics thereby ensuring that all students have access to the curriculum. This will be measured by analysis of attendance data.
3. To sustain outstanding behaviour and safety at all key stages and to ensure that permanent exclusions are kept to a minimum and Fixed Term Exclusions are used to address student behaviour.
4. All new buildings, refurbishments and facilities will be planned to take account of the needs of all users in respect of equality of access. We will improve disability access to the school each year as detailed in our accessibility plan.

2. Responsibilities

The governors are responsible for:

- drawing up, publishing and implementing the school’s equality objectives
- making sure the school complies with the relevant equality legislation; and
- monitoring progress toward equality objectives

The Head teacher is responsible for:

- making sure steps are taken to address the school’s stated equality objectives;
- making sure that the equality, access and community cohesion plans are readily available and that the governors, staff, students and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination;

- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relationships between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities related to equalities.

Mr Staniforth is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policies.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations between people who share a protected characteristic and people who do not share it.

ACCESSIBILITY ACTION PLAN 2018 and beyond

Introduction

The Governing Body recognises its duty:

- ❖ not to treat disabled students less favourably for a reason related to their disability
- ❖ to make reasonable adjustments for disabled students so they are not at a substantial disadvantage
- ❖ to publish an Accessibility Plan to increase access to education for disabled students

The plan has three interlinked elements:

1. Increasing the extent to which disabled students can participate in the school curriculum by:

- ❖ Providing for all students a curriculum which is appropriate to their needs.
- ❖ Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.

2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:

- ❖ Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments).
- ❖ Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.

3. Improving the provision of information in a range of formats for disabled students and their parents/carers by:

- ❖ Providing for students and their parents/carers information about the school
- ❖ and its curriculum in a format that takes account of any disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented and revised as necessary and reported on annually.

REVIEW OF 2017 ACCESSIBILITY PLAN

Increasing the extent to which disabled students can participate in the school curriculum

- (a) Disabled students are able to access the curriculum via specialist support and by differentiation in the classroom.
- (b) Student Profiles contain detailed information and strategies to enhance access to the curriculum for disabled students.
- (c) A Professional Learning Community was established to focus on curriculum access and development. This is now monitored through Faculty Review procedures and SENCO/deputy SENCO learning walks
- (d) 10 netbooks and 5 laptops are available to support students with recording difficulties in the classroom. Faculties have class sets of laptops
- (e) A full range of examination access arrangements are available to enable students to demonstrate their understanding and apply their knowledge within the classroom and in the exam situation.

- (f) A full range of dyslexia-friendly resources are available to support students with specific learning difficulties within this area. These include: overlays; spellcheckers; enlarged resources; uncluttered PowerPoint Presentations. A member of staff is an associate member of the British Dyslexia Association and is qualified to teach and assess students with Dyslexia (Level 7). Students with below average literacy and numeracy levels receive additional intervention to equip them with strategies to cope within the classroom.
- (g) A member of staff has the highest level qualification (Level 3 equivalent) for supporting students with an Autism Spectrum Disorder
- (h) All staff accessed Level 1 Autism training in 2016
- (i) One representative from each Faculty, School House and the Year Team, along with the SEND Team accessed Level 2 equivalent training in 2017
- (j) All new staff access SEND training in the Autumn Term of their first year
- (k) 21 reading pens are in use to support students with reading difficulties

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

- (a) A Block disabled toilet has been refurbished. This includes a new ceiling track hoist, hand basin, relocation of alarm point and redecoration.
- (b) Barriers have been removed to allow for safe access to the disabled car parking bay outside the 6th Form area.
- (c) A ramp has been constructed outside A1.
- (d) A ramp has been constructed outside the canteen/Science Block entrance.
- (e) There are now emergency exit facilities in place from A23.
- (f) A moveable ramp is located outside A Block canteen.
- (g) A fully accessible study room is available for wheelchair users.
- (h) Rest areas are available in A and B Blocks.
- (i) Rotunda facilities available in disabled toilets and at Lockton House. Radio mics are worn by teachers when students have a significant hearing loss.
- (j) Strobes are in place across the site to guide students with a hearing impairment in case of fire.
- (k) 5 bespoke height-adjustable desks are available
- (l) External signage and clarity of information around the school site has improved
- (m) Repairs where tarmac has failed in the vicinity of the Arts/Technology Blocks have taken place
- (n) Pot holes have been repaired on B Block site
- (o) Spare wheelchairs are available in reception areas on both sites
- (p) Additional building work carried out on the Arts Block is fully DDA compliant
- (q) Disability friendly student entrance
- (r) Disability resource base for physically disabled students (A1)
- (s) External signage is fully in place
- (t) Plans underway for new pavilion DDA compliant

Improving the provision of information in a range of formats for disabled students, their parents/carers and other stakeholders

- (a) All letters/documentation is available for parents/carers in other languages on request.
- (b) All letters/documentation is available for parents/carers in enlarged formats on request
- (c) Policies/SEND Local Offer is clearly signposted on the school website and presented in a clear, accessible format.
- (d) All SEND information is available on the school intranet.

Future Planning Priorities

- (a) The creation of a student accessibility committee.
- (b) Lesson handout formats to be standardised.
- (c) Planning mats to provide visual prompts to teachers when preparing lessons
- (d) Dyslexia-friendly resource packs to be available in each Faculty area (overlays, writing frames, reading pen, spellchecker, key word booklets, etc).
- (e) Sixth Form mentoring scheme for students with literacy/numeracy difficulties to be extended and reading skills software access increased in the library
- (f) SEND information to be available via direct link systems from class registers.
- (g) EVAC chairs available in the Science and English Blocks. Key staff identified and trained.
- (h) Generic letters home to be read out in Form time whenever possible.
- (i) Systems in place to ensure that all letters/circulars/information booklets are stored centrally on school electronic systems and available for further adaptation if necessary.
- (j) Internal signage to be standardised and clear.
- (k) Sloping boards and specialist pens available to support students' handwriting.
- (l) All potholes to be filled around the site.
- (m) New builds will be fully DDA compliant.
- (n) Construction of ramp to enable full access to MFL Block.
- (o) Hoist to be replaced to enable physically disabled students full access to the swimming pool
- (p) Improvements in accessibility for wheelchair users via automatic door entry systems.
- (q) Additional training to focus on ADHD, hearing impairment, deployment of TAs

As far as possible the building will be adapted to meet individual students' requirements.

IMPROVING ACCESS TO THE CURRICULUM 2018 and beyond			
TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
Standardise formats for classroom handouts, including coloured resources. Resources to support reading and writing available in Faculties	Consult staff. Introduce policy (for example, at least font size 11, agreed shade of printer paper). Promoted by SEND Reps	July 2019	Policy adhered to. All students can access resources. Faculties are aware of students with visual processing difficulties, stock and supply appropriate materials
Standardise PowerPoint slide design so that it is dyslexia-friendly	Develop and agree design JA, AJ	July 2019	PowerPoint format in use in the classroom
Differentiation strategies in use in every classroom to support least able SEND students	Skill audit Action plan, PD: AJ Resourcing: reading pens, writing frames, key subject vocabulary, etc Support: JA	July 2019	Effective differentiation strategies clearly demonstrated in all classrooms during Faculty Reviews
Differentiation strategies in use in every classroom to support dyslexic learners	Skill audit Action plan: AJ, JA Dyslexia support pack/strategies to be available within each Faculty. Resourcing: reading pens, overlays, writing frames, spell checkers, planning formats, etc JA dissemination and training	July 2019	Effective differentiation strategies/use of resources clearly demonstrated in all classrooms during Faculty Reviews

IMPROVING ACCESS TO THE ENVIRONMENT 2018 and beyond			
TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
Improve internal signage and clarity of information around the school site	Full review of signage/information to parents. Action Plan. Focus on door signage SLT, SH	August 2018	In place and effective
Further repair all areas where tarmac has failed Completely re tarmac the front of the school and B Block car park	Identify damaged areas/potholes, cost and repair. SH	Ongoing	Damaged areas repaired
EVAC chairs in place in English and Science Blocks	New equipment costed and purchased. Key staff to be identified and trained SH	April 2019	EVAC chairs in place. Students can safely evacuate first floors of English and Science Blocks in the event of fire
Construct permanent ramp to enable full access to the MFL Block	SH to cost	July 2019	Works planned subject to budget
Replace hoist to enable disabled students to access the swimming pool	SH to cost	July 2019	Equipment replacement date subject to budget
Automated access door – Lockton House/B Block	SH to cost	July 2019	Works planned subject to budget
New pavilion under construction – fully DDA compliant	EG, SH, AB, architects	March 2019	In place
Establish DDA student committee	Consult SEND students	September 2019	In place

IMPROVING PROVISION OF INFORMATION 2018 and beyond			
TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
School information to be available to identified parents in other languages	Information collated and procedures established by EAL Lead professional	March 2019	Information collected on application
Key information, including classroom resources available to students in other languages	Information collated and procedures established by EAL Lead professional	March 2019	Information available for students on request
All information presented to parents in a clear, accessible format	Analyse, re-design and re-market information. Systems in place to ensure that all letters/circulars/information booklets are stored centrally on school electronic systems and available for further adaptation if necessary SLT, HOF, web design	September 2018-redesign March 2019	Clear, accessible information available. Parents/carers endorse changes
Instant link-systems available via map formats to provide teaching staff with SEND information	GS to investigate systems. Training AF, RR, JA	December 2018	Teaching staff fully informed about students' SEND, teaching strategies and access arrangements
All letters and key dates to be available on school website	JM to ensure key information is available. JA/SEND to sample parents	All by July 2019	Parents aware of all key dates/meetings
Encourage student participation in home-school communication. Students to take photo of letter	Form Tutors read out letters and information to be taken home GS, Form Tutors	December 2018	Students aware and understand importance of key dates and events.
Investigate possibility of SEND area on website to record key dates and interventions	JA, RR to meet with JM Pilot and consult parents	February 2019	Parents report effectiveness