



# **Equal Opportunities Duty Statement & Accessibility Plan**

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**Approved by:**

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# **Equal Opportunities Duty Statement**

## **STATEMENT OF COMMITMENT**

The Sallygate School strives towards achieving equality of opportunity in all of its service provision and employment practices. This is especially important for us given the discrimination and difficulties that the majority of the children, young people and their families will have experienced. The Sallygate School is committed to ensure that everyone that comes into contact with us is treated fairly and consistently.

The School aims to provide an appropriate, professional and non-discriminatory service and working environment regardless of colour, race, national origins, religion or belief, ethnic origin, sexual orientation, gender reassignment, disability, age, gender or marital status.

The School aims to eliminate inadvertent and unlawful discrimination practices in order to enable all our employees to have access to opportunities to realise their own potential. The School aims to build a diverse and socially inclusive workforce that is responsive and appropriate to all our service users.

The School accepts its responsibilities under the:

- Sex Discrimination Act 1975/86;
- Race Relations Act 1976 & (Amendment) Regulations 2003;
- Disability Discrimination Act 1995 & (Amendment) Regulations 2003;
- Equal Pay Act 1970 & (Amendment) Regulations 2003 ;
- Human Rights Act 1998 (where applicable);
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003

The School supports the need to implement flexible working practices and family fair policies where operationally practical.

The School recognises the need to combat unlawful direct and indirect discrimination.

The School also recognises the benefits that can be gained by the broadening of the skills base through the adoption of a diverse workforce.

## **POLICY APPLICATION**

This Policy applies to all staff of The Sallygate School.

Proven unlawful discrimination against children, their families, other employees, job applicants, staff from other agencies and visitors will be considered an act of gross misconduct.

The policy applies to all areas including:

- Provision of education and care services
- Job advertising.
- Treatment during the recruitment and selection process.
- Terms and conditions of employment.
- Training and development.
- Promotion and transfers.
- Treatment during disciplinary, grievance and redundancy procedures.

The policy does not form part of the contract of employment.

## **RESPONSIBILITIES**

Overall responsibility for implementing this Policy rests with the Head teacher for the School and the Directors of Channels and Choices.

Managers and supervisory staff are responsible for ensuring the Policy is upheld.

All employees have a responsibility to uphold the Policy during the course of their work.

## **POLICY IMPLEMENTATION**

The School is committed to ensuring equality is achieved by:

- Seeking to identify practices and systems, which may inadvertently restrict equality of opportunity for particular individuals or groups
- Taking remedial action to eliminate direct and indirect discrimination on unlawful or unjustifiable grounds.
- Encouraging managers to take a positive approach towards equality of opportunity in employment.
- Ensuring staff respect and operate within the principle of equal opportunity and do not impede implementation of the Policy.
- Introducing an effective equal opportunities monitoring system.

## **FORMAL REMEDY**

Any child, young person, family member, advocate or other person who has grounds to believe that they have been the victim of unlawful direct or indirect discrimination may submit a complaint in accordance with the relevant School Complaints Procedure.

Any employee who has grounds to believe that they have been the victim of unlawful direct or indirect discrimination may submit a grievance in accordance with the School's Grievance Procedure.

If the complaint is against the employee's own immediate superior, confidential application

should be made to the Head teacher or if the complaint is against the Head teacher, to a Director of Channels and Choices.

Complaints of any form of discrimination, unfair treatment or victimisation should provide in writing:

- Details of what, when, and where the occurrence took place.
- Any witness names or statements.
- Names of any others who have been treated in a similar way.
- Details of any former complaint made about the incident (informal or otherwise), date, where and to who made.
- Where appropriate, a preference for a solution to the complaint.

Until the grievance is heard, complainants should keep the matter confidential other possibly than arranging for details of witnesses to be given to the persons involved in the investigation. Breach of confidentiality by any party involved in both the investigation and subsequent hearing will be considered a disciplinary offence.

A thorough investigation will be carried out as quickly as possible co-ordinated by the Head teacher or a Director of Channels and Choices if concerning the Head teacher.

All parties will be given the opportunity to explain events and actions.

The alleged victim may be accompanied by a recognised advocate or Trade Union Representative or fellow employee at this formal stage of the procedure.

Witnesses will be consulted where necessary and if requested by either party.

Proven unlawful discrimination by employees will be dealt with under the disciplinary procedure, where appropriate.

Where practices and systems are proven to inadvertently discriminate unlawfully, remedial action will be taken to eliminate it.

The results of the investigation will be communicated in writing to all parties involved and the wider workforce where appropriate.

Appeals against any decision will follow the relevant Complaints or Grievance Procedure accordingly.

## **VICTIMISATION**

No person will be victimised or discriminated against for taking action under this policy or for supporting such action by another.

# **Sallygate School Accessibility Plan**

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Management Committee of The Sallygate School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

## **Context**

The school is located on the first floor of a 3 storey building with lift access to all floors.

It is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition for disability. This Accessibility Plan covers all of these pupils.

This Single Equality Scheme explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

All pupils have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The Accessibility Plan shares objectives with the school Equal Opportunities Policy and Duty Statement and Special Educational Needs Policy and should be read in conjunction with these two documents.

This Accessibility Plan exists to ensure that we fulfil our vision of “wide-ranging opportunities for all” where “every individual in our community is valued” so that we “develop the moral values, confidence and resilience to make a difference to lives at The Sallygate School and beyond”.

We aim to:

- Identify pupils with special educational needs and disabilities and ensure that their needs are met
- Ensure that pupils with special educational needs and disabilities are able to join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure that parents/carers are informed of both their child’s special needs and progress and that there is effective communication between parents and school

The specific areas covered by the accessibility plan that need to be included are: -

### **Increasing the extent to which disabled pupils can participate in the school curriculum.**

The Management committee should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective

communication regarding specific pupil needs has been achieved and is monitored.

- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc, has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

### **Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.**

**PLEASE NOTE: There will be some constraint in terms of achievable modifications due to the nature of the school building.**

The Management Committee will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devises.

## **Access to information**

- Schools are expected to increase access to information to those with disabilities. The Management Committee may wish to decide how this is to be achieved by:
- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

## **Monitoring the success of the plan:**

- The Management Committee will be required to comment in their annual report to parents/carers on the accessibility plan and identify any revisions as necessary.
- Evaluation that may be useful to judge success may include:
- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.