

WELLS SCHOOLS EQUALITY AND DIVERSITY POLICY

Rationale:

At **Wells schools** every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Wells schools are committed to providing an appropriate and high quality education to everyone within its community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Objectives:

- To ensure equality of provision for young people with special educational needs, disabilities (SEN-d), LAC students, Pupil Premium, Disadvantaged, EAL and Services students.
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all children to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEN are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable young people with SEN to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the young person into account.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

LEGAL FRAMEWORK

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

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

GUIDING PRINCIPLES

In fulfilling the legal obligations cited above, we are guided by eight principles:

PRINCIPLE 1: ALL LEARNERS ARE OF EQUAL VALUE

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

PRINCIPLE 2: WE RECOGNISE AND RESPECT DIFFERENCE

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences

of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

PRINCIPLE 3: WE FOSTER POSITIVE ATTITUDES AND RELATIONSHIPS, AND A SHARED SENSE OF COHESION AND BELONGING

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

PRINCIPLE 4: WE OBSERVE GOOD EQUALITIES PRACTICE IN STAFF RECRUITMENT, RETENTION AND DEVELOPMENT

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

PRINCIPLE 5: WE AIM TO REDUCE AND REMOVE INEQUALITIES AND BARRIERS THAT ALREADY EXIST

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

PRINCIPLE 6: WE CONSULT AND INVOLVE WIDELY

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- everyone regardless of their sexual orientation.

PRINCIPLE 7: SOCIETY AS A WHOLE SHOULD BENEFIT

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of: disabled people as well as non-disabled

- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- everyone regardless of their sexual orientation.

PRINCIPLE 8: OBJECTIVES

The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

THE CURRICULUM

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles.

In Alderman Peel High School a broad, balanced and relevant curriculum is differentiated to enable all young people to access the learning. In planning and teaching teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the week young people with SEN are taught with their peers in mainstream classes. However, in order to maximize learning, some young people are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs. Young people with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs.

ETHOS AND ORGANISATION

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

There is a whole school pre-emptive approach to education around prejudice including assemblies (key stage or whole school). These are led by students when appropriate.

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body , has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Sharon Page has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and the governing body.

MONITORING AND REVIEW

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

SEN DISABILITY ACCESS PLAN

SCHOOL ACCESSIBILITY PLAN

- This plan is drawn up in accordance with the planning duty in the to take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014. Disability Discrimination Act 1995, as amended by SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfES document 'Accessible Schools' issued in 2002.

DEFINITION OF DISABILITY

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

The Code of Practice (2014) identifies a series of principles:

- That students and parents are central to all decision making.
- That there should be greater choice for and control for young people and parents over their support.
- That there should be a co-ordinated response between home, school and Health and Social Care.
- And that the period of a child's entitlement to support extends from 0 – 25 years and includes the child's successful preparation for adulthood.

The Code of Practice states clearly how the new Education and Health Care Plans (EHCPs) which replace the statements, will be established and managed, whilst asserting the same threshold applies as in the original statementing process. The EHCPs differ in that the plans are:

- Co-produced, with a keyworker from County, working with the family to identify all areas of need, and to write the plan, collaboratively and ensure they are child centred
- Now includes a 1 page profile of the child, to ensure the student's voice is part of the plan.
- Assessments are co-ordinated.
- Statutory duties are now placed on Health & Care professionals
- To be reviewed regularly, not just annually as were statements.
- Extended from 0-25 years

Additionally the Code of Practice (2014) emphasises that this Policy Document will be part of the school's 'Local Offer' which will be on the school's website, and will identify clearly how the school responds to students with a special education need and disability. The school will also pay due regard to data across the locality, working with the 'Cluster of schools' to share good practice and to have an early awareness of needs within the locality schools. A close working relationship between the school and locality primaries has existed for many years, and this will continue to develop further to implement the Code of Practice.

SCHOOL AIMS

- To provide a caring, friendly environment in which every child can flourish and feel a sense of belonging
- To have high expectations in order to build a strong foundation for life in the areas of social, academic, physical and creative opportunities.
- To provide an environment, which actively looks for and celebrates individual achievements.
- To provide a secure and stimulating family atmosphere, which encourages supportive friendships between individuals.
- To foster a feeling amongst pupils of self-worth, respect for other people and property.
- To foster a successful home / school partnership.
- To promote working links with the local community and to encourage greater involvement with the school.

SCHOOL ENVIRONMENT

We recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our pupils now and in the future.

AIMS OF THE ACCESSIBILITY PLAN

The School acknowledges its duty towards pupils, staff (teaching and support), parents and guardians, Governors and members of the wider community who have a disability. Where pupils and prospective pupils are concerned, the School acknowledges its non-discrimination and planning duty under the legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.

The School asks parents/guardians to complete an admission form and to disclose whether their son/daughter/ward has a disability, special educational need(s) or medical condition. The parents/guardians will then receive a medical form/consultation in respect of a prospective pupil requesting further detailed information about their child.

In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.

Where it is practicable to make reasonable adjustments based on the information given and advice received, to enable a prospective pupil to take up a place at the School and to satisfy criteria outlined above, the school is committed to providing these reasonable adjustments in the Assessment process.

The School may have further consultation meetings with the parents/guardians following assessments to define the reasonable adjustments the school is committed to provide, discuss any additional services and make arrangements for review meetings.

BACKGROUND TO THE ACCESSIBILITY PLAN

SCHOOL BUILDINGS AND FACILITIES

The school building has a ground and first floor teaching and learning areas. The whole of the ground floor is accessible by wheelchair as ramps are fitted. The first floor has a lift at its north end to enable access to all these work areas. The Food Technology has a work station especially adapted to meet the needs of a wheel chair student. The school has disabled toilets for students and disabled visitors. There are ramps to

the front entrance and the pool entrance to the school. However, the first floor of the south end of the building and the school stage does not presently have wheelchair access.

SCHOOL PLAYING FIELDS

The schools playing field is undulating in some areas so care and provision may need to be considered to ensure safety. It is accessible to all wheelchair users.

SCHOOL POOL AND GYMNASIUM

The gymnasium does not presently have access and reasonable adjustments must be made to ensure inclusion.

The pool has wheelchair access and a hoist for lifting users in and out of the pool. The local cottage hospital, physiotherapy department use this facility on a weekly basis.

FITNESS SUITE

Has been fitted with wheelchair access.

NEW BUILDINGS

Will take into consideration and implement where possible any access requirements.

The school will provide auxiliary aids and services or make physical changes to the existing buildings where appropriate and will make reasonable steps to improve access for both the disabled and able bodied of all ages. A pupil with restricted mobility is likely to be put at a disadvantage only in his/her access to a small number of classrooms. A pupil with severely restricted mobility may be unable to access some of educational and recreational facilities that the school offers.

When the school goes off site, it may not be possible to transport a pupil in the school minibus or in the hired coaches when bigger groups are travelling. Alternative ways of transporting children with physical disabilities will be sought when then need arises.

ACCESSIBILITY PLAN

The school will review this plan on an annual basis to evaluate:

- The effectiveness of the action taken in the previous school year
- Relevant targets for the next school year
- Responses to any legislative changes
- Changes or expected change to relevant pupils needs

Monitoring will be a constant process and the Headteacher will make the necessary amendments and discuss planning, budget and other concerns.

Medical Conditions

If a pupil or member of staff with special medical requirements or a particular disability is admitted to the school then a consultation will be convened with all relevant parties involved. A Medical Plan will be drawn-up in conjunction with the SENCO, School Pastoral Staff, Parent/Carer, Health Professional and the student.

Alderman Peel High School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. Alderman Peel High School has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carers. Pupils are supervised to take medication in school.

DISABLED PUPILS PARTICIPATION IN THE SCHOOL CURRICULUM

With consideration to budget restrictions and reasonable expectations, the School will maintain and encourage the following. Further development of the unified SEN and Disability policy to throughout to include:

- Full disclosure if relevant information at transfer
- Regular meetings of SENCO, teachers, tutors and support service to share best practice
- A commitment to In-Service training for staff to support any pupil with a disability
- Access will be provided for specialist help to occur which is reasonable and practicable

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. The Headteacher will arrange for assessment to be carried out in a ground floor room and will adapt the assessment papers and/or additional support to suit the pupil where reasonably practicable.

The timetable will be constructed to accommodate any pupil or pupils with SEN or disability and given reasonable consideration to lessons where accessibility is easier.

IMPROVEMENTS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

Refurbishment of classrooms has meant that provision has been made for increased disabled access. Improvement to the existing buildings will be governed by the long-term budget put aside for maintenance and improvement. There is an ongoing commitment to upgrade facilities to enable all pupils to work in a good, comfortable and safe environment given the budget available.

- The School will continue to identify the areas where disabled access to academic sites may need to be improved if this is practicable.
- The School will, in its regular safety risk assessment, update any evacuation procedure. It will also consider whether a particular disability might compromise safety in the event of a fire.
- Any new buildings or refurbishments will be constructed to be fully accessible to the disabled.
- All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
- Diffusing lights will be installed where computer use makes it necessary,
- Faulty lighting will be replaced within 24 hours wherever possible.
- Promote the good practice of the 'buddy' system to help pupils with disability.
- When the present minibus is replaced, consideration will be given to providing facilities for the disabled.

DELIVERY OF INFORMATION TO DISABLED PUPILS

The School already caters for SEN and disabled children in many areas. The School will undertake to consider where budgets allow:

- For documents to be provided to prospective parents/guardians who have a son/daughter/ward with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so.

- All school documents will be available in large print formats if requested.
- To continue to provide INSET training for staff in order to support them in better communication with pupils with SEN or disabilities.
- The School will plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities. Specific attention will be given to enable.
- Clear provision of images and text in a large print format.
- The use of high quality audio/visual material.
- The easy dissemination of printed handouts of appropriate clarity.

OFF-SITE ACTIVITIES

Any member of staff taking students with a medical condition off-site must ensure that they:

- **Must involve the parent/carer in the planning of taking their child off-site**
- **Establish a Key Worker for the student**
- **Risk assessment must be carried out for the student for the visit**
- **Ensure all medication is taken e.g. Epi pen, inhaler etc**

LINKED POLICIES

Through Equality Impact Assessments this plan will contribute to the review and revision of related school policies and documents.