



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Title	Equality Policy and Accessibility Plan
Year	2017/19
Author	Claire Woodbridge
Governor Link	Lizzie Chown
Date approved by Full Governing Body	September 2017
Review Date	September 2019



WOOTTON PARK

'Ipsum quod faciendum est diutius'

CONTENTS

	Page
Introduction and Legal Framework	3
School Policy and Key Duties	3
Curriculum	4
Prejudice and Bullying	5
Religious Observance	5
Recruitment	5
Roles and Responsibilities	5
Staff Development and Training	6
Learning Environment and Disabled Learners	6
Access and Equality for Learners, Staff and Visitors	7
Equality and Accessibility Action Plan	8

Introduction and Legal Framework

The Equality Act 2010 replaced existing equality legislation, including the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act and we welcome our duties under the Equality Act to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

Wootton Park School recognises the duty under the Education and Inspections Act 2006 to promote community cohesion and recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Policy and Accessibility Plan covers all users of the school and is set within the context of the Equality Act 2010 and SEND Code of Practice 2014.

School Policy

The Equality Act 2010 sets out the *protected characteristics* that qualify for protection from discrimination as:

- Age
- Disability
- Gender, including reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

In fulfilling our legal obligations we adhere to the following:

- All learners and school team members are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We will consult and involve widely
- Society as a whole should benefit

At Wootton Park School, we believe that all learners, their parents and carers, and school team members are of equal value. We also understand that treating people equally does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate but must take account of differences of life-experience, outlook and background, and in the kind of harassment, barriers and disadvantages which people may face.

Our approach, procedures and activities will 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

We will ensure that policies and procedures 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

We will also take opportunities to maximise impact 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

We will 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 will consult in ways which take into account:

- views of disabled people as well as those who are non-disabled
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the differing needs and experiences of girls and boys, and women and men are recognised
- religion, belief or faith background
- sexual identity

Our policies and activities will 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
- all people, regardless of sexual orientation

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

- learners' progress, attainment and achievement
- learners' 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

Curriculum

The Governing Body and Senior Leadership Team of Wootton Park School will keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the aims set out above.

Prejudice and Bullying

Wootton Park School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above, including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

Religious Observance

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

Recruitment

We recognise our duties under safeguarding legislation and aim to comply with both the Health Standards (England) Regulations 2003 and Section 60 of the Equality Act 2010. We also note and will use guidance on Safer Recruitment (2007).

In addition, the Equality Act 2010 applies to all those working at Wootton Park School in whatever capacity and includes those who are working under a contract. The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

Governors will, wherever possible, make reasonable adjustments to recruitment processes, working conditions or the working environment. All decisions relating to appointments or promotions will be conducted in accordance with the requirements of the Equality Act 2010.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with statutory requirements, and that this policy and its related procedures and action plans are implemented. The Principal 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. The Principal may delegate day-to-day responsibility to a member of the SLT.

The Principal, Governing Body and staff of Wootton Park School are also committed to providing a suitable learning environment and a broad, balanced and relevant curriculum to meet the needs and fulfil the potential of all learners who attend the school.

Staff will be expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur

- plan and deliver lessons and sequences of lessons reflecting the above aims
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

Staff Development and Training

All staff, including support and administrative staff, will receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. The principles outlined in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with Wootton Park School's operational priorities, based on the school development plan and CPD budget.

The Learning Environment and Disabled Learners:

The school actively operates an equal opportunities policy for all learners ensuring that learners with special educational needs and disabilities have full access to all areas of the curriculum, the school premises and their learning environment.

The Equality Act 2010 states that all schools require an accessibility audit and access plan in order that school premises and learning environments are assessed regularly to enable all provisions for disabled access to be put in place.

The Governing Body has had three key duties towards disabled learners:

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

This plan sets out the proposals of the Wootton Park School to increase access to education for disabled learners in three key areas:

- increasing the extent to which disabled learners can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services
- improving the delivery to disabled learners 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. Attached is our action plan showing how the school will address the priorities identified in the plan of individual disabled learners.

Wootton Park School is based on the following aims to:

- have learners at its heart, putting their interests above those of the institution
- have a curriculum that is fit for purpose, offering differentiation and personalisation
- be a center of excellence in learning and teaching
- prepare all learners for a successful adult and working life in a 21st century global society
- first achieve and then exceed national standards in achievement, attainment and progression
- be committed to excellence and continuous improvement
- value vocational and academic routes equally
- nurture the talents of all and celebrate success

- work with Early Years settings and Primary Schools to ease transition
- involve the community
- involve parents/carers
- be in a learning environment that is above all else inspiring

Access and Equality for Learners, Staff and Visitors:

The school has completed the following adaptations to learning provision and to the site:

- Use of ICT for assessments and examinations to increase levels of independence for learners
- Provision of specialist equipment in subjects to meet specific student needs
- School trips are planned on the basis that all students are included and can access all activities – external advice is sought as necessary to meet individual needs
- Provision of an interpreter for parents' evenings to aid communication for families with specific needs
- Installation of two disabled access toilets on the site – one on each floor, with one containing shower facilities
- All disabled toilet sinks have been equipped with 'paddle' taps for ease of use
- Installing carpeting and blinds into the majority of classrooms
- Providing accessible parking spaces in the main car park and in the Learner Drop-off car park
- Installing a lift to access classrooms on the first floor
- Installing ramps to all ground floor entrances where there is a change in height

Wootton Park School recognises that learners may have a range of different needs and this guidance should be read in conjunction with the school's Special Educational Needs and Disabilities Policy, the SEND Information Report, EAL Policy and Dyslexia Policy. Wootton Park School ensures that learners with physical disabilities are treated on equal terms with their peers and follows the principles of the Equality Act 2010 to implement all reasonable adjustments to ensure that the same opportunities are available to these learners as their peers.

The Equality and Accessibility Action Plan details further planned improvements in order that we continue to develop our provision and environment to meet the duties of the Equality Act 2010.

Equality and Accessibility Action Plan

Main Priorities:

- 1. Increasing the extent to which disabled learners can participate in the school curriculum:**
 - ICT room to include availability of specialist equipment, such as anti-glare screen overlays and mouse magnifiers, for learners to use as required
 - Learners and staff to receive training on how to manipulate ICT to meet individual needs
 - External specialists to provide guidance on appropriate resources and strategies for delivering an inclusive PE curriculum – bi-annual visits to review progress
 - Resources such as writing ramps and specialist stationery to be available for learner use as required
 - Staff training to ensure that all school activities and learning tasks are accessible to all learners
 - LDD intervention programme to include support to develop co-ordination and motor skills
 - Staff training in disability awareness to reflect the diverse needs of learners within the school and anticipatory duties

- 2. Improving the physical environment of the school to increase the extent to which disabled learners can take advantage of education and associated services:**
 - Ensure all classrooms and resources are organised in accordance with learner need
 - Facilities on new site to meet disabled access requirements and include electronic doors where possible to enable independent access for learners with mobility needs
 - Learner fingerprint scan and payment machines to be placed at differing heights to enable all to access independently
 - Main Reception area to have low level writing surface for disabled users
 - All toilets to be fitted with 'paddle' taps for ease of use for all, including those with motor skill/physical needs
 - Installing carpeting, blinds and acoustic ceiling tiles into classrooms, where appropriate and in line with health and safety guidelines

- 3. Improving the delivery to disabled pupils of information that is provided in writing for learners who are not disabled:**
 - Ongoing programme of staff training to reflect diverse needs of learners within the school and enable appropriate differentiation – wider use of alternative visual, auditory, ICT methods to be explored

Management, co-ordination, implementation and review of the Equality Policy and Accessibility Plan:

The co-ordination and implementation of the Accessibility Plan is managed by the Principal, in liaison with the School Governing Body, Senior Leadership Team, SENCo, Site Team, Curriculum Leaders and relevant external agencies. The Equality Policy and Accessibility Plan is reviewed every two years, but can be reviewed at any point in accordance with the needs of our stakeholders or changes to legislation.

Availability of the Accessibility Plan:

The Accessibility Plan is available to view on the Wootton Park School website. A paper copy can be requested by contacting the school Reception on 01604 931139 or emailing info@woottonparkschool.org.uk

This policy and plan is to be read in conjunction with the Safeguarding and Promoting Welfare Policy, the Safer Recruitment Policy and the Special Educational Needs and Disabilities Policy