



# Equal Opportunities Policy and Accessibility Plan

This policy applies to Steephill School, including the EYFS setting.

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Next review: July 2024



## Part A

### Key Objective

To reduce and eliminate discrimination across the protected characteristics including age, disability (which includes mental health and people diagnosed as clinically obese), race, religion or belief, sex, sexual orientation, gender reassignment (people who are having or who have had a sex change, transvestites and transgender people), marriage and civil partnership, and pregnancy and maternity and to aid full participation in teaching and learning for pupils, prospective pupils, staff, governors and visitors.

SteePhill School has regard to the Equality Act 2010. In this the protected characteristics include age, disability (which includes mental health and people diagnosed as clinically obese), race, religion or belief, sex, sexual orientation, gender reassignment (people who are having or who have had a sex change, transvestites and transgender people), marriage and civil partnership, and pregnancy and maternity.

The 3-year plan for the consideration of those with a physical disability is dealt with in Part B.

Those with disability and or those with other protected characteristics are given full consideration at Steephill and we are aware of the following discriminatory practices:

- Direct discrimination: discrimination because of a protected characteristic.
- Associative discrimination: direct discrimination against someone because they are associated with another person with a protected characteristic. (This includes carers of disabled people and elderly relatives, who can claim they were treated unfairly because of duties that had to carry out at home relating to their care work. It also covers discrimination against someone because, for example, their partner is from another country.)
- Indirect discrimination: when you have a rule or policy that applies to everyone but disadvantages a person with a protected characteristic.
- Harassment: behaviour deemed offensive by the recipient. Employees can claim they find something offensive even when it's not directed at them.
- Harassment by a third party: employers are potentially liable for the harassment of staff or customers by people they don't directly employ, such as a contractor.
- Victimisation: discrimination against someone because they made or supported a complaint under Equality Act legislation.
- Discrimination by perception: direct discrimination against someone because others think they have a protected characteristic.

Therefore the staff and management have regard to the following:

- 1 Steephill School will treat all staff with dignity and respect and will provide a working environment free from unlawful discrimination, victimisation or harassment on the grounds of any protected characteristic.
- 2 The Board of Governors will not tolerate acts which breach this guidance and all instances of such behaviour or alleged behaviour will be taken seriously. Such instances will be fully investigated and may be subject to the School's disciplinary procedures.
- 3 The School will make every effort to install appropriate facilities for staff, children and visitors with protected characteristics wherever reasonable and practicable. Similarly if an existing member of staff discloses a

protected characteristic, the School will make every effort to retain them wherever reasonable and practicable.

- 4 The policies that are written with regard to equal opportunities are SEND Policy, Anti- Bullying Policy and Pastoral policy.

## **PART B**

### **School Accessibility Plan: 2021-24**

#### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Code of practice 2014 (SEND Code 2014) and the Disability Discrimination Act 2005 (DDA 2005) which builds on and extends earlier disability discrimination legislation. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

#### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 2005 (DDA 2005) and the Equality Act 2010

*“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.”*

#### **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, staff, governors and visitors with a disability.

#### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan, including building/site
- Staff development plan
- SEND policy
- Equal Opportunities Guidance
- Curriculum policies

## Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities guidance, and the operation of the school's SEND policy.

The school recognises its duty under the DDA (as amended by the SEND Code 2014):

- Not to discriminate against disabled pupils in their admissions and exclusions, and
- provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002). The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

### a. Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*[See checklist Annexe 1 based on DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]*

### b. Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings difficulties.

### c. Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## Current Position & Practices

Good progress has been made in improving accessibility for all pupils:

- September 2021: Pupil requiring balance and hearing assistance now has 1:1 support to access the curriculum and move around the site
- March 2020 to present: Increased SEN staffing provision during and since the COVID pandemic
- At twice weekly staff meetings any concerns may be raised about pupils including both educational and pastoral concerns; this is documented, and the notes are emailed to all staff
- Specific registers are maintained for pupils identified with Special Educational Needs and Disabilities
- Pupils who receive additional 1:1 school support are provided with Provision Maps which are reviewed termly
- Extra-curricular provision has been extended and enhanced to ensure clubs provide appropriate interest and challenges for all pupils
- The reward systems recognises efforts and achievements throughout the school and curriculum, irrespective of SEND or EAL
- Policies and written information have been reviewed to ensure they are free from discrimination in terms of phrases, procedures and practices
- Guidance and support from external agencies for staff involved with a pupil with additional needs

Development area	Targets	Strategies and resources	Outcomes and by when	Success indicators
School Design	<p>All areas accessible to disabled students including classroom on 1<sup>st</sup> floor of main school building to increase the extent to which disabled pupils can take advantage of education and extra-curricular activities</p> <p>All areas safe for particular needs</p>	<p>To rotate classrooms to meet pupils' needs</p> <p>Whole school discussion on access needs for individuals</p> <p>Long term provision planned by Board of Governors</p>	<p>Classrooms rotated as required</p> <p>September 2021: New 2-classroom building at ground level, negating need for the steps needed to access the previous building</p>	<p>All areas accessible to disabled students</p> <p>More access without steps</p> <p>Disabled students able to access all physical areas safely and without difficulty</p> <p>Plan agreed by Board of Governors</p>
Curriculum Delivery	Classroom arrangements to allow opportunities	Guidance from specialists	Monitoring indicates	Disabled pupils able to access

	<p>and resources for working in different sized groups with different levels of ability</p> <p>Analysis of needs of current pupil list</p>	Hearing/Visual Impaired Services taken in arranging classrooms for maximum benefit to disabled pupils	<p>Disability/SEN taken into account in organising the learning environment;</p> <p>New 2-classroom building (September 2021) provides space for extending opportunities</p>	learning environment more effectively
Teaching and Learning Strategies	<p>Provision mapping used by teaching and support staff for understanding of and planning for additional time requirements</p> <p>Accessible learning materials provided for SEND pupils where appropriate</p> <p>To ensure all staff have necessary training to teach/ support disabled pupils</p> <p>All classes to have visual timetables</p> <p>Termly pupil profile meetings and ongoing updating of vulnerability profiles</p>	<p>SEND information available to all staff and further training on implementation and differentiation of curriculum required</p> <p>Constant monitoring of Provision maps</p> <p>Training for staff</p> <p>Pupil profile meetings on regular basis</p> <p>Online training for staff</p>	<p>Monitoring indicates differentiation in place through teacher planning and use of provision mapping</p> <p>Pupil involvement in online training to be monitored</p> <p>Ongoing</p>	<p>Disabled pupils able to access curriculum more effectively</p> <p>Pupils supported with organisation.</p>
Provision of written information	To improve the delivery to disabled pupils or members of the community of written information which is	Written information (as well as frequent email and telephone communication) to	Views sought and implemented by September 2023	Members of community who express a need for alternative communication are able to access all

	provided to others who are not disabled	be delivered within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication where possible		written information
Signage	Signs to be clear and understandable for all pupils	Replacement of sign takes account of appropriate colour schemes/size for signs and considered not to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy	New signs around site / doors - ongoing	Routes across buildings and land clear and understood

Audit is kept by the SENCO.