



PensMeadowSchool

Living, Growing, Learning

Single Equality Plan Including Accessibility Plan

MAY 2020

NEXT REVIEW DATE: MAY 2022

Staff Responsible: Marie Hunter

Disclaimer

Pens Meadow School makes every effort to ensure that the information in this document is accurate and up-to-date. If errors are brought to our attention, we will correct them as soon as practicable.

The copyright of these materials is held by Pens Meadow School. However, educational settings that work with children and young people are granted permission to use all or part of the materials for not for profit use, providing the school's copyright is acknowledged and we are informed of its use.

SINGLE EQUALITY PLAN

1. OVERVIEW

- 1.1 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.
- 1.2 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. OBJECTIVES

- 2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant provision.
- 2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- 2.3 To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- 2.4 To recognize and celebrate diversity within our community whilst promoting community cohesion.
- 2.5 To ensure that this policy is applied to all we do.
- 2.6 To ensure that pupils and parents are fully involved in the provision made by the school.
- 2.7 To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

3. GOOD PRACTICE

- 3.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- 3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the world communities.

3.3 We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

3.4 We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

4. STRATEGIES

4.1 Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

4.2 Parents and governors will be involved and consulted about the provision being offered by the school.

4.3 Teachers will ensure that the teaching and learning takes account of this policy.

4.4 The diversity within our school and the wider community will be viewed positively by all.

4.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

4.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

4.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

4.8 The positive achievements of all pupils will be celebrated and recognised.

5. OUTCOMES

5.1 This policy will play an important part in the educational development of individual pupils.

5.2 It will ensure that all pupils are treated equally and as favourably as others.

5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

5.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

6. EQUALITY OBJECTIVE

6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

6.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

6.3 We will regularly review the progress we are making to meet our equality objectives.

Equality objective :

Pupils are confident that their opinions are valued and that the school has effective systems in place to support pupil voice

7. POLICY REVIEW

7.1 This policy will be reviewed every two years by the Governing Board, as part of its monitoring cycle.

ACCESSIBILITY PLAN

1. INTRODUCTION

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and this builds on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

2 VISION AND VALUES

Mission

We aim to work in partnership with all our stakeholders to create an environment where pupils with severe and profound learning difficulties are supported to achieve their full potential. We will enable our pupils to be active participants in school, at home and in the wider community.

Vision

Our success will be demonstrated by the results of our LIVING, GROWING, LEARNING ethos that relates to all pupils and staff, which is defined as,

Living

Our encouragement will stimulate full engagement in school life

We will ensure that partnerships with all stakeholders help us to achieve our goals.

Growing

We will develop confident and valued members of our community

Our pastoral care, guidance and support will be recognised as outstanding.

Learning

We will deliver a personalised curriculum for all our learners within a total communication environment. All our pupils and staff will have high expectations for themselves and others.

Values**Integrity**

Work in an open, honest and constructive way. Value and support each other. Our values will not be compromised

Respect

Behave appropriately. Treat everyone fairly. Show consideration for others

Commitment

Be accountable. Take responsibility for our actions. Have enthusiasm and positivity

Working Collaboratively

Learn from each other. Communicate effectively. Collectively set and achieve high standards

3 INFORMATION GATHERING

Key starting points has been an assessment of:

- The nature of the school population for whom the school is planning
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities

Pupil information includes a range of data:

- Pupils already in school and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc)

The school has carried out an audit of the school's strengths and weaknesses in working with disabled pupils. This includes:

- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access.
- The impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti bullying policy, school trips and teaching and learning.
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including exams and end of key stage results and achievements in extra curricular activities

The outcomes of this audit are contained in the school evaluation form and improvement plan.

4 INVOLVING DISABLED PEOPLE

This plan is informed by:

- The views and aspirations of disabled pupils themselves, through the school council
- The views and aspirations of the families of disabled pupils, through questionnaires and family outreach work
- The views and aspirations of other disabled people or voluntary organisations through liaison
- The priorities of the local authority where these are relevant

5 THE PLANS

- The physical environment

The plans for improving the physical environment are in the school building development plan which is available on request.

- Access to education, benefits, facilities and services (the whole life of the school)

The school's vision statement and SEN Policy make clear the school's approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students.

- Access to information usually provided in written form

The school has a total communication approach which supports all our pupils. We are increasingly communicating with parents in a variety of ways including the school website.