

# Jack Tizard School

## Single Equality Statement and Accessibility Plan 2015 to 2018



**Approved by:** Full governing body

**Date:** June 2018

**Last reviewed on:** June 2018

**Next review due:** June 2019

**Review Frequency** Annual

# Statement of Understanding of the Single Equality Plan: the statutory duties

## Legal Background

Jack Tizard School is committed to meeting its public sector duties. This applies to service delivery and employment as well as policy development and implementation.

## Equality Act (2010)

This Act unifies, supersedes or updates much of the previous law relating to equality. Schools are now required to ensure that pupils are protected from discrimination and harassment based on '**protected characteristics**' which are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

Schools are prohibited from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

## Positive action

The Act contains provisions which enable schools to take proportionate action to tackle particular disadvantage, different needs or disproportionately low participation of a particular group. This is not the same as positive discrimination, which means providing preferential treatment that exceeds positive action conditions. However, in the case of disabled pupils, it is never unlawful to positively discriminate in their favour.

The Act establishes three principles intended to focus on outcomes judged against local, rather than imposed, priorities:

- Setting of equality objectives based on local data
- Schools to be judged on outcomes related to their identified equality objectives not on processes or action plans
- Greater transparency in allowing public access to data

The 2010 Equality Act also enshrines existing duties already established in law as follows:

#### Disability General Duty (Disability Discrimination Act 2005)

We have a statutory duty to carry out our functions with due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

#### Gender General Duty (Sex Discrimination Act as amended by the Equality Act 2006)

We have a statutory duty to promote gender equality with due regard to the need to:

- Eliminate unlawful sex discrimination
- Promote equality of opportunity and good relations between women and men, girls and boys

#### Race General Duty (Race Relations Amendment Act 2000)

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

#### Community Cohesion Duty (Education and Inspections Act 2006)

- Schools also have a statutory duty to promote community cohesion, which is closely linked to equalities legislation.
- We will take the additional protected characteristics into account in our equalities policy and plans.

#### Sexual Orientation (Equality Act 2006)

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Inclusiveness is at the heart of our equality plans and as an inclusive organisation we support and promote Equality for All within our school community and in the wider community.

It is also a requirement under the Equality Act 2010 for schools to have an Accessibility Plan which shows how we are:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving information delivery to those with disabilities

We have incorporated all policies into a Single Equality and Accessibility Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school promotes equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

The plan will be reviewed as part of the school's self-evaluation. Related information is also contained in the school's Learning Improvement Plan and Premises Development Plan, the SEND Policy and Local Offer, and the policy on Children with Medical Needs.

We recognise that equality will only be achieved by the whole school community working together; learners, staff, governors and parents/carers. All school staff and members of the school's community have a responsibility to treat everyone fairly.

Equality and Accessibility Plan 2015 to 2018

A cross identifies which statutory duty/equality legislation - the planned action is meeting.

R= Race, D = Disability, G =Gender, SO = Sexual Orientation, A= Age, R/B = Religion or Belief, CC = Community Cohesion

Information and Physical Access

| R | D | G | SO | A | R/B | CC | Action                                                                                                                        | Impact                                                                              | Monitoring                                                                                                                                     | Key Staff                                                   | When    | Success Indicators                                                                                                                                                                                                                                                                           |
|---|---|---|----|---|-----|----|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | X | X | X  | X | X   | X  | School Self-evaluation identifies areas needing development – adaptation to the building for changing profile of needs        | Appropriate personal care and play facilities                                       | Parent/Carer survey, staff survey<br><br>Pupil feedback                                                                                        | SLT<br><br>Staff<br><br>MDT<br><br>Parents                  | Ongoing | Adaptation of the school building to accommodate changing needs of pupils                                                                                                                                                                                                                    |
| X | X | X | X  | X | X   | X  | To improve the standard and range of communication systems that the school uses to engage with parents and other stakeholders | Parents and Carers will be better equipped to participate in their child’s learning | Parental access needs and preference for Annual Review formats etc. on admission<br><br>Parent/Carer questionnaire<br><br>Parent Consultations | SLT<br>IT Consultant                                        | 2018    | School publications such as the Prospectus to be fully accessible e.g. available in main languages, large print, braille, if requested<br><br>Regular newsletters<br><br>Additional support for disabled Parents/Carers and staff to help them to play a full part in the life of the school |
| X | X | X | X  | X | X   | X  | Share existing good practice in order to further improve guidance for parents in supporting their children’s learning at home | Parents/Carers/Families will have more opportunities to participate in school life  | Parent/Carer questionnaire<br><br>Parent Consultations                                                                                         | All school staff<br><br>Parent governors<br><br>Family Link | 2018    | Increased attendance at consultations for working parents<br><br>Increased attendance at parent workshops<br><br>Weekend activities for siblings/families<br><br>Practical, curriculum based workshops for parents/families                                                                  |

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### Curriculum and Inclusion

| R | D | G | S<br>O | A | R<br>B | C<br>C | Action                                                                                                                                                                                                                                                                                               | Impact                                                                                                                                                                                 | Monitoring                                                                                                             | Key Staff                                             | When         | Success Indicators                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|---|---|--------|---|--------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | X | X | X      | X | X      | X      | Deepen staff understanding of pupils' emotional & mental health issues.<br>Deepen staff knowledge & understanding to ensure a more consistent whole-school approach for working with MSI pupils                                                                                                      | Adaptations are made to that ensure the inclusion of every child, e.g. modified resources, support staff, devices, room use.<br><br>All pupils are taught using appropriate strategies | Observations of teaching and learning;<br><br>Achievement data<br><br>Continually reassess, as needs and pupils change | All staff<br><br>Senior Leadership<br><br>MSI teacher | 2018         | Negative perceptions are challenged and addressed<br><br>Classrooms are optimally organised to promote the participation and independence of all pupils<br><br>Learning spaces audited and modifications to space planned for<br><br>Staff better equipped to work with range of needs                                                                                                                                                  |
| X | X | X | X      | X | X      | X      | Staff trained to use specialist equipment – including ipads, eye-gaze, vocas etc.<br><br>Consistent use of communication systems                                                                                                                                                                     |                                                                                                                                                                                        |                                                                                                                        |                                                       | Ongoing      | Pupils for whom AAC is an important access method: <ul style="list-style-type: none"> <li>○ will demonstrate improved abilities in both 1:1 and class settings</li> <li>○ will be able to participate in class activities with greater independence and spontaneity</li> </ul>                                                                                                                                                          |
| X | X | X | X      | X |        |        | Further refinement of target setting process<br><br>Conduct a whole school review of assessment systems following the removal of p levels                                                                                                                                                            | Multi-disciplinary setting of targets to ensure all areas of need are considered<br><br>SLT to moderate and check progress                                                             | SLT to moderate and monitor targets<br><br>Achievement Data                                                            | All staff                                             | 2018         | Individual Learning Targets are clearly focused, with multi-disciplinary strategies for meeting priority needs                                                                                                                                                                                                                                                                                                                          |
| X | X | X | X      | X | X      | X      | Improve the understanding of all staff that all activities are learning opportunities.<br><br>Further enrich the curriculum by reflecting Arts Charter Award initiatives within curriculum planning & delivery<br><br>Redefine the phases of learning within the school to reflect the changing age- | Positive role models from range of groups are represented across the topics and all key stages<br><br>Revised curriculum with pupil needs at the centre                                | Learning walks<br><br>Achievement data<br><br>Staff feedback                                                           | SLT<br><br>Curriculum Leader<br><br>All staff         | 2015 to 2018 | Resources and CPD needs audited and identified<br><br>Topic planning, resources and displays reflect diversity<br><br>All pupils have full access to a curriculum that meets their needs<br><br>There is a clear, revised structure of classes in place, complemented by a curriculum review that ensures that pupils continue to be suitably challenged within the new structure & underpinned by revised assessment and accreditation |

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|---|---|---|---|---|---|---|---|------------------------------------------------------------------------|--|--|--|--|--|--|--|
|   |   |   |   |   |   |   |   | profile of pupils                                                      |  |  |  |  |  |  |  |
| X | X | X | X | X | X | X | X | Deepen staff understanding of pupils' emotional & mental health issues |  |  |  |  |  |  |  |

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**To Be Kept Under Review**

| R | D | G | S<br>O | A | R<br>B | C | Action                                                                                                                         | Impact                                                                                                 | Monitoring                                                     | Key Staff                      | When    | Success Indicators                                                                                                                                                                |
|---|---|---|--------|---|--------|---|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | X | X | X      | X | X      | X | Any new policies and procedures will undergo equality impact assessment on parents, pupils and staff through rolling programme | Enable the school to address the needs of our diverse population and set priorities accordingly        | Ensure practice matches policy through data analysis           | SLT/Govs                       | Ongoing | Policies reviewed and any risk identified so policies do not impact negatively upon different community groups                                                                    |
| X | X | X | X      | X | X      | X | To continue to increase pupils' awareness of different communities through outreach, visits and links                          | Pupils have experience of a variety of people from different backgrounds and of different environments | Outreach teacher to monitor referrals for gender and ethnicity | All staff and Outreach teacher | Ongoing | Ongoing development of positive relationships, including links with different schools and communities<br><br>Celebration of a variety of cultural events throughout the year      |
| X | X | X | X      | X | X      | X | Identify, respond to and report any racist, homophobic or bullying incidents                                                   | All staff aware of procedures to report and confident in challenging incidents                         | Report to Governors                                            | Headteacher<br><br>All staff   | Ongoing | Procedures are followed and any incidents reported appropriately<br><br>Staff aware of Whistleblowing Policy and pay attention to Staff 'well-being', rights and responsibilities |
| X | X | X | X      | X | X      | X | Ensure all senior staff and governors are clear about the responsibilities for recruitment and selection of staff              | Procedures ensure equality for candidates and recruit the best person for the role                     | School staff reflect diversity                                 | Headteacher and SBM            | Ongoing | Feedback from candidates on the process indicates fairness; at least one member of interviewing panel has undertaken safer recruitment training                                   |