



School:	Eton Dorney		
Policy:	Access and Equality Policy		
<p>This policy will be reviewed on an annual basis, but will be reviewed termly by the Headteacher.</p> <p>This policy will be read, understood and signed by all staff yearly and where changes have been made in line with government and DofE guidelines and changes.</p>			
Date of last review:	July 2020	Review period:	Annual
Date of next review:	July 2021	Owner:	Eton Dorney School
Type of policy:	Statutory	LGB/Board approval	Board approves; GB signs off
Version:	V 2.0	Relationship to other policies	© 2020 Eton Dorney School

Equality Policy:

Introduction

This policy outlines the commitment of the Head Teacher and staff to promote equality within the school. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school to make sure everyone at the school feels safe, valued and of equal worth. At EDITS, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Promoting Equality: Curriculum

We aim to provide all our young people with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality
- Equality, as one of the DFE's British Values, is also ingrained in all we do at EDITS
- The curriculum prepares young people for life in a diverse society and uses opportunities to reflect the background and experience of young people and families
- There will be opportunities in the curriculum to explore concepts and issues relating to identity and equality

- The promotion of attitude and values that celebrate and respect diversity and challenge discriminatory behaviour and language when it occurs.

Promoting Equality: Achievement

There is a strong ambition and expectation of all young people regardless of age, gender, ethnicity, ability, social background, and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide, good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for young people
- All young people are actively encouraged to engage fully in their own learning

Promoting Equality: The Values & Culture of our EDITS

At EDITS, we strive for everyone to be self-aware and to be kind and to ensure everyone around us feels appreciated - no matter who they are.

Provision is made to cater for cultural, moral and spiritual needs of all young people through the thorough planning of lessons and off-site activities/trips.

Young people' views are actively encouraged and respected.

Young people are given a voice in One to One session as well as in class debates. Reasonable adjustments, if possible, will be made to ensure access for young people, staff and visitors with disabilities - which includes physical access and access to school information and activities. Positive role models are used throughout the school to ensure that different groups of young people feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and openly to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity
- Access to opportunities for professional development is open to all
- Equalities policy is covered in staff induction/handbook
- The Equalities policy is available on the website

Promoting Equality: Countering and Challenging Harassment and Bullying

EDITS counters and challenges all types of discriminatory behaviour and this is made clear to staff, young people, parents and Proprietors. EDITS have a clear Anti-bullying Policy and Behaviour Policy - and we do not tolerate bullying of any kind. The school reports to the Head Teacher any prejudice related incidents.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

EDITS aims to work in partnerships with parents/carers. We:

- Try to ensure all parents/carers are encouraged to participate in the life of the school
 - Maintain good channels of communication, e.g. through e-mail communication the website, regular newsletters and parent meetings
- Ensure that parents/carers of all new young people (without exception) are made to feel welcome
- Family pathways sessions

Responsibility for the Policy

At EDITS, all members of the community have a responsibility for promoting equalities. The Head Teacher has responsibility for ensuring that:

- The School complies with all relevant equalities legislation and that the policy is maintained and regularly updated
- That any incidents that are in breach of this policy are investigated and the appropriate action is taken
 - Providing leadership and vision in respect of equality
- Evaluating the equality impact on young people, staff, parents and carers from the different groups that make up our School.
- Communicating the outcome with staff, parents, carers.

Accessibility Policy:

The SEND Code of Practice 2015 (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Young person and Families Act 2014 (the Act) and associated regulations and applies to England. It came into force in September 2014 and was last revised in January 2015. Statements of Special Educational Needs (SEN) will be phased out and replaced by the Education, Health & Care Plan from 1 September 2014. EHCPs will replace the SEN Statement and the Section 139A Learning Difficulty Assessments (LDAs). At EDITS, we cater for young people with a wide range of Special Educational Needs and we understand that these needs may have led to school refusal, behavioural issues and a feeling of emotional isolation. Our aim is to create an environment where every young person can thrive, and the specific needs of each individual are met. We also encourage an understanding and acceptance of SEND, to empower the young person through self-awareness and a belief that there are no barriers to be the best version of yourself. We do not allow SEND to define the young person, it is just a part of who they are and what makes them a unique and special individual. Through a supportive environment from staff and fellow young people at school alongside an open and positive relationship with home, we aim to give all pupils with SEND the best possible opportunities, both here and after they leave us.

School Accessibility Plans:

The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfE document "Accessible Schools" issued in 2002.

Definition of Disability:

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Philosophy:

At EDITS, we believe that the quality of education for all young person can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. This can be achieved by encouraging the development of inclusive cultures and producing inclusive policies. Young people, parent/carers and staff work together with specialist support agencies and services (if required) to remove barriers, which restrict full access to education for all members of the school community. To achieve this, staff, young people and parents/carers must feel confident that inclusion is beneficial for the development of the young person, and equal importance must be given to ensuring that no pupil's education is impaired.

Key Objectives:

To meet the requirements of the SEND 0-25 Code of Practice (2014). To reduce, and where possible eliminate barriers to accessing the curriculum and participation in "The EDITS community for pupils and to prospective pupils who have a disability. Our aim is to create an environment whereby, so far as is reasonable and practical, each and every person (whether visiting or attending) can move freely around all the buildings and can experience all we have to offer.

Principles:

Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the culture of EDITS Education and its Equalities Policy. In the operation of EDITS and SEN policy we affirm our responsibilities under DDA together with any amendments by SENDA. These can be summarised as:

- Not to discriminate against disabled young people in their admissions and exclusions or the provisions of education and associated activities
- Not to treat disabled young people less favourably
- To take reasonable steps to avoid putting disabled young people at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties and formulating policies staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2002.

EDITS fully recognises and values the parental/carer knowledge of their young person's disability and the effect of that disability on the ability of their young person to carry out some activities commonly and readily carried out by other young person of the same age. EDITS also recognise and respect the right to confidentiality for parents/carers and young person. The school provides all young people with a broad, balanced and challenging curriculum, differentiated and adjusted in the accordance with the needs of individual young people and their own learning styles. Staff who have designated responsibilities for equality at the school liaise closely with parents/carers, staff and educational psychologists to ensure that the Education and Health Care plans for each young person with special needs are reviewed annually to ensure their relevance. Training is provided to teachers to enable them to teach and support disabled young people and pupils with special educational needs. This training is on-going and will be reviewed and adapted to suit the current needs of the young people.

The key principles are:

- That teaching will set learning challenges that are suitable and demanding
 - That teaching will respond to the learning needs of those being taught
 - That barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, young people and also parents/carers where necessary.

Success Criteria:

- To make Staff aware of the implications of catering for young people with disabilities through guest Speakers and training
 - Establishing a culture in EDITS, where the schools as a whole are aware of the range of factors which constitute 'disability'
 - Offer a wide range of inset training for staff to learn about and implement strategies to ensure full participation of pupils with disabilities
 - The needs of young people with disabilities are taken into account in all planning – whether the lessons or other school activities or for future building plans and renovations
 - The spiritual, moral and cultural development of young people with disabilities is not compromised

Evaluation:

- Staff show awareness in schemes of work, half-termly plans and lesson planning
 - Improvements are made to the fabric of buildings to cater for young people and visitors with disabilities as and when circumstances dictate, and finances allow
 - The school takes measures to ensure that the written materials it produces are accessible in relation to particular individual needs
 - So far as is reasonably possible, the curriculum is accessible to young people with individual needs

- Accessibility Plans are drawn up and implemented for individual young people with a disability, where and when necessary
- Factors affecting young people with disabilities are seen to be as valuable in discussion as other factors

Admissions:

EDITS must feel reasonably sure that it will be able to educate and develop a prospective young person to the best of his or her ability and potential so that there is every chance that the young person will have a complete, happy, fulfilling and successful quality of education, and emerge as a confident, well-educated young adult ready to take on their role in the community. These criteria must continue to be met throughout the young person's time at the school. Our policy is to apply these criteria to all young people and prospective young people regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any young person or prospective young person at a substantial disadvantage compared to any young person who is not disadvantaged because of his or her disability.

Parents/carers of prospective young people are asked to provide essential information in respect of their young person at the time of application. During the admissions process, the schools may take such advice and require such assessments they regard as appropriate. Subject to this, EDITS will be sensitive to any requests for confidentiality. The schools are diligent in their efforts to enhance the educational and cultural aspects of a young person's development during and after their participation in the learning, social and leisure activities of the schools. This is regulated through existing policies for Bullying; Equal Opportunities, Young person Protection and Behaviour Codes of Conduct.

Actions:

A. Education and Further Activities – EDITS will take all actions necessary to develop and have access to a number of SEN advisers, specialist teaching advisers and health professionals and will seek their advice in supplementing our own specialist staff. B. School Environment - In planning and implementing improvements, building developments or site improvements, EDITS will take account of the needs of young people, staff and visitors with physical difficulties and sensory impairment. C. Information Services - The design and production of literature and information packs, EDITS will ensure that such publications can be produced in an alternative format when requested or required.

Accessibility Plans are appended to this Policy and this Plan will form part of the consideration of the following related policies or plans:

- Curriculum Policy
- School Development (Improvement) Plan
- SEN Policy
- Staff Development plans

Points to be borne in mind in the implementation of SENDA:

- In the forming of plans for Open Days or other admissions related activities they should be held in accessible locations and with the opportunity for prospective disabled young people

or their parents to disclose in private the nature of the disability and to discuss their support requirements

- A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should contact the appointed SEN coordinator. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it
- Staff should be made aware of the resources within the schools that are available to them should they feel that a young person requires additional assistance
- It is helpful to plan for all teaching material to be prepared in electronic format so that it can be produced in alternative formats.
- The needs of disabled young people should be borne in mind in the planning and in curricula and consideration might be given to alternative forms of presentation and assessment.
- Staff development opportunities will be made available to ensure that the teaching practice can meet the learning requirements of individual young people.

Accessibility Plans: (Engagement plans)

The plans will be reviewed annually, or more frequently where necessary to ensure that the schools plan appropriately for young people with special educational needs and/or disabilities to improve access

- To the curriculum
- To the physical environment
- To information normally provided in written form

The school will consider:

Physical Environment:

Steps, stairways, exterior surfaces, and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

Physical Aids:

ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, portable aids for young people with poor hand/eye skills, such as writing frames, iPad's, special pens and pencils.

Information:

Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Monitoring:

This policy will be monitored regularly