



HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

Disability and Equality Policy

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1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;**
- Advance equality of opportunity; and**
- Foster good relations.**

1.2 The College fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;**
- Disability;**
- Race, colour, nationality, ethnic or national origin;**
- Sex (including transgender);**
- Gender reassignment;**
- Maternity and pregnancy;**
- Religion and belief;**
- Sexual orientation; and**
- Marriage and civil partnership (for employees).**

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.

'Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed

'Long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.**
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a College. This will include the following functions:**
 - Admissions;**
 - Attendance;**
 - Attainment;**

- **Exclusions; and**
- **Prejudice related incidents.**

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

We recognise 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.

2. The Policy

2.1 The College's Equality Information and Objectives Policy draws together all previous equality legislation and details how the College is fulfilling the requirements of the Act.

3. Our Ethos

This is a place where:

- **learning is fun;**
- **children are prepared for their future;**
- **all efforts are acknowledged and celebrated;**
- **everyone is valued and respected as an individual;**
- **we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;**
- **everyone is encouraged to be part of and contribute to the community; and**
- **encourage everyone to make healthy life choices.**

We actively seek out opportunities to embrace the following key concepts:

- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Social cohesion** within our school and within our local community
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

4. Addressing Prejudice Related Incidents

4.1 The College is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

5. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the College’s current set of overriding objectives.

<i>Objective Group</i>	<i>Objective</i>
<i>Section 1: Outcomes for Learners</i>	<ul style="list-style-type: none"> • To raise attainment and progress whilst reducing the in-college variation across all subjects. • To improve levels of Reading Writing, Communication and Mathematics (RWCM) across all key stages but with a particular focus on Year 7 and 8. • To ensure that we meet the needs of all vulnerable learners so that they can make good progress and gaps in performance are closed.
<i>Section 2: Teaching, Learning and Assessment</i>	<ul style="list-style-type: none"> • for all teaching and learning to be judged as good/outstanding with a greater proportion of judgements to be outstanding. • To ensure all teachers take responsibility for their continual professional learning. • To develop a structure and culture of home learning and self-study which is highly effective in supporting increased rates of student progress.
<i>Section 3: Personal Development, Behaviour and Welfare</i>	<ul style="list-style-type: none"> • To improve levels of attendance and to continue to reduce persistent absence for all students. • To further develop aspirations and a culture of recognition across the college and wider community. • To further develop parental engagement in order to support student achievement and progress. • To continue to prioritise safeguarding.
<i>Section 4: Leadership and Management</i>	<ul style="list-style-type: none"> • To review and develop the curriculum plan whilst achieving greater levels of efficiency across all areas of the college. • To consider college development in light of the population growth in Hailsham and wider government agendas. • To embed the consistency of monitoring and evaluation across all year groups through highly effective leadership at all levels leading to improving outcomes for all learners.

5.2 The College will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan aimed at:

- (a) *increasing the extent to which disabled students can participate in the curriculum;*
- (b) *improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and*
- (c) *improving the availability of accessible information to disabled students.*

5.3 *The College's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for students with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.*

6. *Responsibility*

6.1 *We believe that promoting equality is the whole Colleges responsibility.*

6.2 *How does the College eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?*

The College does this by measures that include:

- (a) for students - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support students with special needs or disabilities, and implementing the College's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of students or staff that have a particular characteristic.

School Community	Responsibility
Governing Body	Involving and engaging the whole Hailsham Community College community in identifying and understanding equality barriers and in the setting of objectives to address these.
Principal	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the College in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Principal as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related

	incidents.
Teaching Staff	<p>Help in delivering the right outcomes for students.</p> <p>Uphold the commitment made to students and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the College and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Principal on how students and parents/carers can be expected to be treated.</p> <p>Support colleagues within the College community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the College's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the College's community in tackling inequality and achieving equality of opportunity for all.</p>
Students	<p>Supporting the College to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Principal on how students and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the College community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the College to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

APPENDIX 1

EQUALITY ACTION PLAN 2015 – 2018

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	RAG:
All aims of duty	All protected characteristics	To increase the participation of students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of students involved in the decision-making processes of the school	Vulnerable students	Continue vulnerable group representatives on School Council	ML/CG	May 2015 – May 2018	G - May 2016
Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific health needs	Increased take up of school meals	All those with specific race, faith, cultural and health needs	Establish a school food group including representation from diverse groups. Introduce new caterers.	School caterers/cook SW	Sept 2017	A – May 2017
Eliminate unlawful	Sexual Orientation/Race/Gender	To prevent and respond to all	Students feel safer and more	Whole school and specifically	Annually review anti-bullying policy	WN, NCL,	May 2015 –	G – May 2017

discrimination, harassment and victimisation	identity/Disability/Religion or belief	hate incidents and prejudiced based bullying	confident in school.	BME /LBGTU/SEND students/students or those from a Faith background	Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia Continue PHSE programme around sexual orientation. Continue anti-bullying survey. Continue anti-bullying week mentor. Establish anti-bullying ambassadors and training.	EP GA HL and Mentors. NCL	May 2018	
Advance equality of opportunity	Sex	To increase the confidence of some male and female students in accessing sexual health services	Increased confidence in students	Targeted male and female students	Access to agency referrals. Raise awareness in PHSE and SRE days	CW GA	May 2015 – May 2018	G – May 2017
Advance	Disability/	To increase social and	Improved ability by	Students with SEMH and ASD	Train staff to deliver small group	CF/ML/CG	Sept 2017	G – May 2017

equality of opportunity	All	emotional skills for students with SEMH and ASD needs	students to handle difficult situations and a reduction in classroom disruption	needs	work sessions to support targeted students in developing social and emotional skills including THRIVE	THRIVE practitioners.		
Advance equality of opportunity	Sex	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Students to be confident in their choice of career and know how to pursue it.	Year 8 - 13	Provide activities that allow students to explore careers through mentor time, assemblies and appointments with CEIAG Lead To ensure that CEIAG events meet the needs of boys and girls	CEIAG Lead SM NC	May 2015 – May 2018	G – May 2017
Advance equality of opportunity	Other	To improve the progress of students eligible for Pupil Premium	Improved progress rates.	Children eligible for Pupil Premium	Collate and analyse data relating to attainment by target group Work with Standards and Learning Effectiveness Service (SLES) to identify strategies to improve attainment of this group	ML, EP	May 2015 – May 2018	A – May 2017

Advance equality of opportunity	Race	To improve the attainment of GRT students	Improved attendance and attainment by this group	Gypsy, Roma Traveller children	Collate and analyse data relating to attainment and attendance by target group Work with Traveller Education Team to identify strategies to improve attainment of this group	ML, NC	May 2015 – May 2018	A - May 2017
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	Whole school	Annual Fund raising day and assemblies/mentor activities linked to celebration event run by 6 th Form for Local Community	SM	May 2015 – May 2018	G – May 2017
Fostering good relations	Disability	To promote good relations with ASD students and	Improved understanding of ASD	All	Assembly and mentor programme	CG	May 2016 – May 2018	G – May 2017

		other disabilities	Increased positive attitudes towards ASD students		Promotion of World Autism Day Buddying programme Work with "CLASS" advice team			
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Appendix 2
Hailsham Community College
School Accessibility Plan 2015-2018

Improving access to the physical environment

Aim	Objective	Dates from and to:	Who's responsible	RAG
1. College is aware of the access needs of disabled children.	a) Create access plans for individual disabled children	May 2015-18	ML/SW	G – May 2017 (no students requiring plan)
2. School staff are better aware of access issues.	a) Provide information and training on disability equality for all staff.	May 2015-18	CF/SW	G – May 2017 (no students requiring specialist training)
3. All building work considers Accessibility guidance.	a) Share accessibility toolkit with relevant personnel and contractors.	May 2015-18	MC/SW	G – May 2016
4. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Paint yellow stripes on edge of all external steps c) Seek advice on appropriate colours/styles for signs and replace temporary ones	May 2015-18	MC/SW	A – May 2017
5. Repaint corridor woodwork in suitable contrasting colours	When classes/corridors are painted under Routine and Maintenance, include contrasting colours	May 2015-18	MC/SW	G – May 2017
6. Ensure that all disabled students can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children	May 2015-18	ML/SW/	G May 2017 (no students requiring plans)
	b) Develop a system to ensure all staff are aware of their responsibilities	May 2015-18	CF/SW	G May 2017 (no students requiring plans)

7. Improve accessibility to specialist rooms	Plan in to refurbishment programme.	May 2015-18	MC/SW	G – May 2017
8. Review and replace inadequate lighting in all areas	Develop lighting replacement programme to LED.	May 2018	SW/MC	A – May 2017

Improving access to the curriculum

Aim	Objective	Dates from and to:	Who's responsible	RAG
1. Ensure TAs have access to specific training on disability issues	a) Identify TA training needs and inform Professional Development process appropriate to students on roll.	May 2015-18	CF/ML/CG	G – May 2017
	b) TAs to access relevant CPD courses each year	May 2015-18	CF/ML	G – May 2017
2. Ensure all staff are aware of disabled children's curriculum access	a) Individual plans for disabled children in place.	May 2015-18	ML/CG/CW	G – May 2016
	b) Information to be shared with appropriate staff.	May 2015-18	ML/CG	
3. Ensure all staff are aware of, and able to use, SEN resources	Run individual training sessions on use of SEN resources and software eg. CIP, LEXIA.	Sept 2016	CF / ML / CG	G – May 2017
4. Ensure all College visits and camp are accessible to all	Regularly update guidance for staff on making visits accessible	May 2015-18	SW/ML/CG	G – May 2017
5. Ensure PE Curriculum makes PE accessible to all	a) Invite disabled sports people in for particular sessions	May 2015-18	DR/ML/CG	R – May 2017
	b) Continue to update and review PE curriculum to include disability sports	May 2015-18	DR/ML/CG	A – May 2017
6. Curriculum to include disability issues	Annually update PSHE and Citizenship curriculum to address disability equality	May 2015-18	AS/CF	A – May 2017

	issues			
7. Develop consistent approach to differentiation	a) Devise and consult on model school policy with good practice guidance b) Organise INSET sessions to share good practice	Sept 2017	CF/ML/CG	A – May 2017 G - May 2017
8. Ensure disabled children participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by disabled children	By Dec 2017	ML	R – May 2017
9. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools. b) Ensure new staff access similar CPD courses	By Dec 2017	CF/ML/CG CF	R – May 2017
10. Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School	Dec 2017	ML KW	R – May 2017
11. Develop system for involving TA's in curriculum planning	a) Establish joint TA/ teacher planning opportunities	May 2018	ML/CG	A – May 2017

Improving access to information

Aim	Objective	Dates from and to:	Who's responsible	RAG
1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check plain English. c) Produce newsletter in alternative formats e.g. large print, Braille as required	May 2015-18 May 2015-18 May 2015-18	CF/SW AC AC	G – May 2017
2. Ensure all staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible information	May 2015-18	GB	G – May 2017
3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews	May 2015-18	VB/CG	G – May 2017
4. Ensure school brochure to be accessible	a) Seek advice re making information accessible b) Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	May 2015-18 May 2015-18	MT/NC/SW MT/NC/SW	G – May 2017

5. Increase support for parents of disabled children	a) Continue to update SEN Report for the school. b) Develop links for others from supportive Parents and agencies	May 2015-18 May 2015-18	ML/CG ML/CG	G – May 2017
6. Children become more aware of their own learning styles and access needs	a) Encourage students to express their access needs and explore learning styles via a range of teaching approaches b) CPD programme to support approaches	Sept 2017	CF CF	A – May 2017
7. Review all signs in school to include CIP Symbols	a) Add CIP to written signs b) Put symbols onto displays to enhance text	May 2015-18	CG	G – May 2017
8. Develop visuals in all classes	a) LAN staff to share good practice b) Visuals used in class	May 2015-18	CG, TA's ML/CG	G – May 2017

Review of the Disability and Equality Policy

The school considers the Disability and Equality Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy was writtenMay 2017.....

Ratified by GovernorsReview date: