



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 perform 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;

- Prejudice related incidents.

1.4 Our College Improvement Plan objectives will detail how we will ensure equality is applied to the key areas listed above however; where we find evidence that other elements 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.

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 Disability and Equality 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 enjoyable;
- 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;
- we 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>
For our curriculum and teaching to inspire and meet the needs of our learning community.	<p>To develop an all-through 2 -19 curriculum which meets the needs of our learners and raises levels of attainment.</p> <p>For 100% of lesson to show high levels of stretch and challenge which accelerates learning.</p> <p>By the end of Reception 100% of Learners will achieve the ELGs for Reading.</p> <p>By the end of Year 9, 100% of learners will achieve a reading age of 13 years, 6 months.</p> <p>By the beginning of Year 11, 100% of learners will achieve a reading age of 15 years.</p>
To further develop a culture of high expectation and climate of growth mindset.	<p>Attendance to achieve national average levels.</p> <p>Persistent Absence (PA) to fall below national average levels.</p> <p>An overall reduction in Fixed Term Exclusions.</p>
For our learners to develop the skills and characteristics needed to make progress and be successful.	<p>20% of secondary learners achieving Expert Learner status by end of the year.</p> <p>80% of reception learners achieve a Good Level for Development (GLD).</p> <p>Year 11 learners will achieve a positive P8 score</p> <p>Post 16 learners will achieve a positive valued added score.</p>
For our learning community to make all individuals feel safe, supported, challenged and valued.	<p>Positive responses to stakeholder survey show a 10% increase in the following areas:</p> <ul style="list-style-type: none"> - Communication - Positive behaviours - Staff recognition <p>A further 10% reduction in the (already low) number of bullying incidents.</p> <p>100% of learners feel safe.</p>

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 College’s responsibility.

6.2 The College eliminates discrimination and other conduct that is prohibited by the Act, advances equality of opportunity between people who share a protected characteristic and people who do not share it and fosters 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 whistleblowing policy;
- (c) PSHE, 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;
- (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 College community in identifying and understanding equality barriers and in the setting of objectives to address these.
Principal and Heads of School.	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

	<p>staff are aware of their responsibility to record and report prejudice related incidents.</p>
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 2020 - 2023

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:	RAG:
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 the school community and external partners to identify strategies to improve the progress, attendance and inclusion of this group	ML, RN.	June 2020 - ongoing	Red – May 2019 Due to Covid outbreak the gap is likely to be significant.
Advance equality of opportunity	Race	To improve the outcomes for 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 ESBAS and GRT support	JC NC ML	Sept 2020	R – May 2020 Due to Covid outbreak the gap is likely to be significant.

					colleagues to embed strategies to improve attainment of this group.			
Evidence of ongoing, established practice :								
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	Student leadership team feedback to caterers	SW	N/A	N/A
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/Gender identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer and more confident in school.	Whole school and specifically LBGTU/SEND students/students or those from a Faith background	Annually review anti-bullying policy Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia PHSE programme around sexual orientation. Anti-bullying	NC CF GA HL and	N/A	N/A

					survey. Peer Mentoring programme	Mentors. CF		
Advance equality of opportunity	Sexual orientation, gender identity	To increase the confidence of some students in accessing sexual health services	Increased confidence in students	Targeted students	Access to agency referrals. Raise awareness in PHSE and SRE programme	SD, GA	N/A	N/A
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for students with SEMH and ASD needs	Improved ability by students to handle difficult situations and a reduction in classroom disruption	Students with SEMH and ASD needs	Small group work sessions to support targeted students in developing social and emotional skills.	CM/CG	N/A	N/A
Advance equality of opportunity	Sexual orientation, gender identity	To promote opportunities for all 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 the many CEIAG events trips and visits meet the needs of all	JC	N/A	N/A
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young	Increased positive attitudes towards each other	Whole school	Annual fundraising day and assemblies/mentor activities linked to celebration event	SM	N/A	N/A

		and older people			run by 6 th Form for Local Community			
Fostering good relations	Disability	To promote good relations with ASD students and other disabilities	Improved understanding of ASD Increased positive attitudes towards ASD students	All	Assembly and mentor programme Promotion of World Autism Day Work with "CLASS" advice team	CG	N/A	N/A

Appendix 2
Hailsham Community College
School Accessibility Plan 2020-2023

Improving access to the physical environment

Aim	Key actions	Dates:	Who's responsible	RAG
Ensure staff and students can move safely round school buildings minimising risk of Covid transfer	<p>Establish clear protocols on: movement around school, entry and exit systems, social distancing and acceptable practice</p> <p>Signage in all areas of school to direct staff and students (including adaptations for SEND students)</p> <p>Establish adaptations to the educational delivery programme that allow staff and students to access site in numbers and ways that are in line with DfE guidance.</p>	May 2020 - ongoing	All SLT	Amber – systems evolving on a daily basis in response to virus situation
Improve accessibility to specialist rooms as required	Plan layout and designate different aspects of school SEN into design of initial build	Dec 2020 - Sept 2021	ML MT SW	Amber – site development in planning stage
Replace inadequate lighting in all areas	Develop lighting replacement programme to LED.	N/A	SW MC	Amber – May 2020

Established practice May 2020				
College is aware of the access needs of disabled children.	Plans for individual disabled children	N/A	SENCO, SW	N/A
School staff are aware of access issues for students.	Provide information and training for all staff.		SENCO, CF	
All building work considers Accessibility guidance.	Share accessibility toolkit with relevant personnel and contractors.		SW	
Maintain signage and external access for visually impaired people and students with SEN needs	Maintain and replace all lighting Paint yellow stripes on edge of all external steps Appropriate colours/styles for signs and replace temporary ones Use of visuals around the college to support movement	N/A	MC / SW SENCO	N/A
Corridors and woodwork in suitable contrasting colours	When classes/corridors are painted under Routine and Maintenance, include contrasting colours	N/A	MC/SW	N/A
Ensure that all disabled students can be safely evacuated	Put in place Personal Emergency Evacuation Plans for children where appropriate	N/A	SENCO SW SENCO SW	N/A

Improving access to the curriculum

Aim	Key actions	Dates:	Who's responsible	RAG
Ensure PE Curriculum makes PE accessible to all	a) Regularly invite disabled sports people in for particular sessions	Dec 2020	DR	A - May 2020
	b) Annually update and review PE curriculum to include disability sports	July 2021	DR	
Develop consistent approach to differentiation	a) Devise and consult on model school policy with good practice guidance b) Organise CPD delivery sessions to share good practice	Jan 2021	CF ML SENCO CG	A - May 2019
Established practice				
Ensure TAs have access to specific training on disability issues	a) Identify TA training needs to inform Professional Development processes appropriate to students on roll. b) TAs to access relevant CPD courses each year	N/A	SENCO, CG	N/A
Ensure all staff are aware of disabled children's curriculum access	a) Individual education plans for disabled children in place. b) Information to be shared with appropriate staff.	N/A	SENCO CG SENCO CG	N/A
Ensure all College visits and camp are accessible to all	Regularly update guidance for staff on making visits accessible	N/A	SENCO CG SW	N/A
Curriculum to include disability issues	Annually update PSHE and mentor time curriculum to address disability equality	N/A	GA	N/A

	issues			
Ensure disabled children participate equally in after school and lunch time activities	Facilitate participation in clubs at lunch and after school by disabled children	N/A	SENCO, CG	N/A
Ensure all staff have undertaken disability equality training	a) Offer Inset training for all staff on disability equality. b) Ensure new staff access CPD appropriate to student they teach	N/A	SENCO, CG, ML , CF	N/A

Improving access to information

Aim	Key actions	Dates from	Who's responsible	RAG
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 2020	SENCO CG	Amber May 2020
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 and pupil passports b) CPD programme to support approaches	Jan 2021	CF SENCO CG	Amber May 2020
Improve all signs in school to include CIP Symbols	a) Add CIP to written signs b) Put symbols onto displays and boards to enhance text	May 2020	CG SENCO MC	Amber May 2020
Develop visuals in all classes	a) Lead staff to share good practice via handbook b) Visuals used in all appropriate classes	Sept 2020	CG, SENCO CG SENCO	Amber May 2020
Established practice				
All information to parents/carers to be accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to	N/A	VG NC AC	N/A

	check plain English. c) Produce communicator, letters, school info in alternative formats e.g. large print, Braille (where required).		AC	
Ensure all staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible information	N/A	GB CM CG	N/A
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	N/A	CG SENCO	N/A

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 college improvement planning

This policy was writtenMay 2020

Ratified by Governors Review date: