



# Waverley School

## Equality information objectives and Accessibility Policy Document

<b>Name of School</b>	Waverley School
<b>This policy was drafted on</b>	March 2015
<b>This policy was agreed on</b>	January 2016
<b>The policy to be reviewed</b>	<b>Every 3 years</b>
<b>The policy was last reviewed</b>	Feb 2019

Agreed Full Governor meeting 5th June 2019

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## **Introduction**

This Policy is a statement of the principles and practices at Waverley school to ensure all people with disabilities: pupils, staff and visitors have full access to the physical environment and to the learning opportunities and the cultural and social life of the school. Underpinning this Policy is the philosophy that all people, regardless of their abilities and disabilities, are to be treated fairly, with respect, and have an entitlement to equality of opportunity. By adjusting the environment some disabilities are minimised and the environment becomes accessible to all. this policy should be read alongside the Equality Act 2010.

## **Equality Act 2010**

The Equality ACT 2010 protects individuals from discrimination.

The following characteristics are protected characteristics— age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or

belief; sex; sexual orientation, it defines a disabled person as someone who has ‘a physical or mental impairment’ which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

Discrimination can take place in two ways:

- Treating a person ‘less favourably’ than others for a reason relating directly to their disability.
- Failing to make ‘reasonable’ adjustment to ensure they are not placed at a ‘substantial disadvantage’ for a reason relating to their disability.

## Aims

This policy aims to comply with the Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings which:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Waverley School understands and recognises that there are eight protected characteristics/groups protected by the Act:

1. Age (as an employer of staff – but not applicable to pupils)
2. Disability
3. Sex
4. Race
5. Religion and belief
6. Pregnancy and maternity
7. Sexual orientation
8. Gender reassignment
9. Marriage and civil partnership\*(as an employer – but not applicable to pupils\*)

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

## Mission statement

At Waverley School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Waverley, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Principles

- The school environment is as accessible as possible to pupils, staff and visitors to the school. E.g. wheelchair access, signage, disabled parking bays acoustic panelling.
- All pupils at Waverley will play a full part in the life of the school and have opportunities to represent the school both internally and in the community.
- Any bullying and harassment of disabled pupils and staff will be monitored and information acted on.
- Disability is portrayed positively in school books, displays and discussions such as circle time and class assemblies.
- The school will take part in annual events such as Children in Need to raise awareness of disability.
- Information is available to parents, visitors, pupils and staff in a variety of formats to support accessibility. School communication will avoid the use of jargon and use a 'plain english' approach.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.
- An annual accessibility audit is undertaken to ensure there is forward planning to cater for changes in the school population.
- Pupils of Waverley are encouraged to be as independent as possible, we have added hand rails and provide walker for pupils who need support.
- Staff are supported to complete a maternity risk assessment to help keep them safe by adjusting their work accordingly
- Recruitment follows Enfield guidance on fair advertising and selection.

## Access to the curriculum

All staff need;

- To ensure all pupils are communicated with in an appropriate format using sign, symbol, PODD, objects of reference as appropriate.

- To ensure pupils with a sensory impairment e.g. VI HI have alternative access to the curriculum e.g. tactile approaches.
- To ensure all parts of the building are wheelchair accessible.
- To ensure there is adjustable level access where possible for sinks, computer tables, book shelves etc.
- To ensure all pupils play outside in the playground at lunchtime having full access to the social and leisure opportunities of Waverley school
- To ensure all pupils have a broad and balanced curriculum and are not excluded from activities due to their physical/ sensory disabilities.
- To explore the use of technology to enable pupil independence and develop communication e.g akka boards, big mack devices.

## Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)
- Access issues are invited from staff on an on-going basis.

To meet the Gender Equality Duty we take active steps to comply with both

- Sex Discrimination Act and Equal Pay Act.
- Take active steps to promote equality of opportunity between genders
- We monitor and review pupil progress in relation to gender and make necessary adjustments if there is any discrepancy
- Identify Gender Equality Scheme goals ( see action plan )
- Follow Local Authority guidance on Equal Pay

To meet the Race Equality Duty we undertake

- To at all times be vigilant for aspects of our work and play, which may hurt or disadvantage others.
- All acts of bullying and harassment will not be tolerated. Racism in all its forms is not acceptable and will be challenged.
- Any form of racial bullying is reported termly to the local authority

	<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation</b>	<b>How do we advance equality of opportunity between people who share protected characteristics and those who do not?</b>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b>
Race	Equality policy Termly reports on racial incidents to GB Low number of reported racial incidents	Celebration of differences Curriculum Assemblies School policies	Celebration of differences Curriculum Assemblies Good links with parents School policies promote equality Job descriptions for staff School ethos School displays promote diversity
Disability	School policies Inclusive practices Feedback from parents Termly reports to GB Assessment data Purchase of additional resources	School policies Raising attainment Tracking progress	Good links with parents Assemblies Annual review meetings School ethos
Gender	Admission process Recruitment process Gender equality scheme	School policies	Good links with parents Assemblies School ethos
Gender reassignment	Inclusive practices Admission process Recruitment process	Celebration of differences School policies	Good links with parents Parent support advisor
Pregnancy and maternity	Policy for expectant mothers Reasonable adjustments in place Regular meetings Risk assessment	Continue good practice Paternity leave	Following policies Continue to make reasonable adjustments to ensure individuals are supported at work School Ethos
Age	Employment/recruitment process	Recruitment process	Recruitment process School ethos
Religion and belief	Admission procedures Employment document	Celebration of differences Curriculum Assemblies	Good links with parents School ethos School displays
Sexual orientation	School policies, Inclusive practices, Admission process Equality policy	Celebration of differences School policies Review of practices	Admission process School ethos

## Summary of Our Equality Analysis

In relation to the protected characteristics relevant to us as a **public sector employer** our equality analysis showed that we have particular strengths in:

**Disability:** We support members of staff who have a disability by ensuring they are safe and supported through thorough risk assessments.

**Pregnancy:** We Support members of staff who are pregnant by ensuring risks are minimised through detailed risk assessment, adjusting their work accordingly and allowing time off for any necessary prenatal appointments.

**Maternity:** We offer members of staff who are on maternity leave Keep in Touch days.

**Disability:** We review the access arrangements for our current disabled toilets.

**Sex:** Look to employ more male members of staff

In relation to the protected characteristics relevant to us as a **school** our equality analysis showed that we have particular strengths in:

**Race:** We have a translator for meetings and a Turkish support worker.

**Disability:** We actively find ways to make our school more accessible for individuals who have a disability.

Areas we are working on this year: resurfacing of playground

**Religion or belief:** Greater emphasis on celebrating festivals from a wider range of religions.

**Disability:** Possible disability awareness days with invited guests who provide positive role models for our pupils.

**Sex:** Review sex education policy.

## [We foster positive attitudes and relationships, and a shared sense of cohesion and belonging](#)

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

## [Additional Implications for Schools](#)

### **The role of a school as a service provider:**

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building. We only hire out spaces which are accessible for users.

### **Contact with parents and carers:**

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, are held in accessible parts of the building.

### **Hiring transport**

School staff are aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

### **Election of parent governors**

The election of parent governors will now be covered by the Equality Act, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of



the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

### **The Accessibility Plan**

Is structured to complement and support the school's Equality Objectives, it also sets out the results of two access audits and the actions the school will take. See Appendix 1 and 2.

**This policy was originally agreed by the Governing Body on March 2015. It will be reviewed every three years.**

Original Policy (Known as Disability Equality Scheme)                      Nov 2007

Updated Nov 2015

Updated SEPTEMBER 2016

Updated JANUARY 2019

This policy should be read in conjunction with the

- Staff code of conduct
- Staff handbook
- SRE policy
- Pay policy
- Recruitment policy
- Send report

**Appendix 1 - Waverley Main School - Accessibility plan 2018-19**

**Appendix 1**                      **Waverley Main School**  
**Action plan for 2018-19**

Priority	Lead	Strategy	Resources	Time	Success Criteria
Surfacing in playground outside Bluebell class	Graham	See year 2 of school development plan	£250,000 £150,00 raised	During summer holidays	Pupils can play safely in playground outside Bluebell class
Climbing frame	Graham	See year 2 of school development plan	£250,000 £150,00 raised	During summer holidays	Pupils have safe climbing frame which can be used all year round
Primary 1 bathroom	Graham	Reconfigure bathroom to enable independence with toileting	£20,000	During easter holidays	Pupils in p1 have a range of toilet options which meet all the needs of the pupils in that department