



Hayfield Cross  
Church of England School

# Equality and Accessibility Policy

Ratified by the Full Governing Board	30 <sup>th</sup> November 2016
Name	Helen Cracknell
Signature	
Position	Chair of Governors
Head Teacher Signature	
Date of Policy	September 2016
To be reviewed by (date)	September 2019    Audit and Action Plan September 2017

## The Hayfield Cross Promise

Our promise is to nurture and inspire children to be pioneers of their own futures. Our children will radiate positivity and have high aspirations for themselves and others.

Children will develop depth of learning through rich and exciting experiences and opportunities in and out of the classroom.

Guided by our Christian values, our children will develop a strong moral compass. Valuing and respecting others they will become individuals who contribute to our global community as citizens of modern Britain.



# Hayfield Cross

Church of England School

## Equality and Accessibility Policy

### Audit and Access Plan 2016-2017

#### Equality

This policy reflects the legal duties set out in the **Equality Act 2010 and non-statutory guidance** set out by the government in December 2011, March 2012 and January 2015. The first section sets out the school's aims to promote equality of opportunity and comply with the Act; the second section sets out the legal duties, which are referred to in the previous section.

Hayfield Cross Church of England School's purpose is to support the students and adults of its community to develop into people who are confident, reliable, caring and successful, with the self-esteem to participate actively and responsibly in all aspects of life and for whom learning will be a constant component of their life-style. Hayfield Cross is therefore equally ambitious for its disabled students and staff.

#### Aims:

Hayfield Cross Church of England Primary School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community

We will:

- Take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- Actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- Regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- Regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils

are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.

- Collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- Seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- Expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Annually plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school Equality Action Plan.
- Regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- Welcome a diverse range of candidates and encourage those who are currently under-represented to join.
- Ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Run training and awareness sessions will be set out in the school Equality Action Plan.
- Annually review and report on these equality objectives.
- When drawing up policies, it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties.

### Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

### The 'Protected Characteristics' within equality law are:

**Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 – 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

**Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

**Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).

**Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

**Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

**Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

**Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

**Sex** - A man or a woman.

**Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

### **‘Prohibited Conduct’ (acts that are unlawful):**

**Direct discrimination** - Less favourable treatment because of a protected characteristic

**Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

**Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

**Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

**Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**

**Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

**Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding

**Discrimination by association or perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities

### **Legal Responsibility of the School**

#### **Public Sector Duties:**

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above): 1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct. 2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life). 3. Foster good relations between people (tackle prejudice and promote understanding). In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

**Reasonable Adjustments and Accessibility Plans (Schedule 10)** Schools are required to: Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts. Take reasonable steps to provide auxiliary aids/services. Provide information in an accessible format. Develop and implement (by allocating appropriate resources) Accessibility Plans which will:

1. Increase disabled pupils’ access to the school curriculum
2. Improve the physical environment

### 3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

#### **For more information download guidance from the DfE:**

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010> and Equality Human Rights website: <http://www.equalityhumanrights.com> which includes the guidance for education providers (schools) or Northamptonshire County Council at <http://www.northampton.gov.uk/info/200041/equality-and-diversity>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

## **Staff Responsibilities**

### **Governing Board**

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

### **Headteacher**

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have

### **All staff**

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

### **Pupils**

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy

### **Visitors (e.g. parent helpers, contractors)**

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

## **Accessibility**

The Equality Act 2010 states that all schools require an accessibility audit and access plan in order that school premises and learning environments are assessed regularly to enable all provisions for disabled access to be put in place.

The audit and resulting action plan cover students, staff, parents and all users of the school.

### **Students:**

Hayfield Cross' core values are built around providing an environment in which all students of all abilities and cultures succeed and thrive. Hayfield Cross is proud of the rich diversity of its community and our response to the varying needs of our disabled students is a vital part of personalising learning for all.

The Governing Board has three key duties towards disabled students

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To increase access to education for disabled students.

The proposals of the Governing Board of the school to increase access to education for disabled students cover three key areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

School trips are planned on the basis that all students are included. The Local Authority Educational Visits' Co-ordinator are consulted as appropriate. In addition, we seek to utilise new technologies to improve e-learning and develop a virtual learning environment.

Hayfield Cross Church of England School is aware that some students with disabilities may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision. For students with SEND, this guidance should be read in conjunction with the SEND Code of Practice 2014 and the school's Inclusion Policy.

### **Employees:**

It is important to remember that the Equality Act 2010 applies to all those working at Hayfield Cross Church of England School in whatever capacity and includes those who are working under a contract.

Becoming a disability friendly place to work and having a diverse workforce is likely to be associated with improved retention, more reliable information and can bring wider benefits to the school. The school Accessibility Plan has, to date, enabled the school and LA to complete the following adaptations to learning provision and to the site:

- 'Flat level' access to all entrances and exits to the school and within the school
- Increased use of ICT across the curriculum to improve learning and progress of students with physical needs
- Installation of toilets with disabled access around the site –furnished with changing equipment for specific student needs
- Installation of wet room
- Disabled access parking spaces in the car park areas

The Audit and Action Plan will be reviewed annually by the Governing Board, Head Teacher, Site Manager and The Health and Safety Officer. A report updating the Governing Body will be presented annually. The update will include specific evidence of impact over the preceding twelve month period alongside plans for further improvements.

The Equality and Accessibility Audit and Action Plan is available in the following ways:

- Via the link on the school website
- On request from the School Office
- On request via email

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The resulting action plan is attached and identifies how the school will address the priorities identified in the plan.

Written: September 2016

Review: September 2019

### **Audit and Action Plan**

**Appendix 1: Accessibility and Equality Audit and Action Plan**  
**Hayfield Cross Church of England Primary School**  
**September 2016**



Outcome	Task	Time Scale	Resources	Responsibility	Monitoring
<b>Access to Curriculum</b> Ensure ICT provision is available for students with disabilities	<ul style="list-style-type: none"> <li>• All ICT rooms to have access to specialist equipment, such as anti-glare screen overlays for students to use as required</li> <li>• Teach students and staff how to manipulate ICT to meet individual needs</li> </ul>	September 2016		CC/LN/PD	Inclusion Manager
<b>Access to Curriculum</b> Create effective learning environments for all	<ul style="list-style-type: none"> <li>• Ensure all classrooms and resources are organised in accordance with student need.</li> <li>• Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>• Ongoing review of PE Curriculum, seeking and following advice from OT and Physiotherapist.</li> <li>• Seek advice from disability advisor over appropriate resources and delivery of PE curriculum to HI, VI and MI impaired children.</li> <li>• External specialists to provide guidance on appropriate resources and strategies for delivering an inclusive PE curriculum</li> <li>• When school productions are being staged, ensure that pupils who are MI are given suitable parts and children who are VI are correctly and safely supported on the stage.</li> </ul>	Sept 2016  By pupil need  Termly/by pupil need  By pupil need  By pupil need  By pupil need		LN  CC/SP/LN  CC/LN  LN  LN/Class Teachers  Class Teachers	Inclusion Manager (LN)

## Appendix 1: Accessibility and Equality Audit and Action Plan Hayfield Cross Church of England Primary School September 2016



<p><b>Access to wider curriculum</b> Ensure access to and increase participation in wider school activities</p>	<ul style="list-style-type: none"> <li>Produce timetable of all extra-curricular activities and make accessible – newsletter and post on website.</li> <li>Ensure school activities and learning tasks are accessible to all students.</li> <li>All residential trips to be considered in relation to accessibility and inclusivity for all staff and students.</li> <li>Ensure that sites visited are safe and risk assessments are done</li> <li>Ensure that any transport used for school trips is suitable for MI pupils</li> </ul>	<p>Termly</p> <p>As required</p> <p>As required</p> <p>As required</p> <p>As required</p>		<p>DF/MB</p> <p>Class Teachers</p> <p>Trip organiser</p> <p>Trip organiser</p> <p>Trip organiser</p>	<p>EVC (LN)</p>
<p><b>Premises/H&amp;S</b> Site access to meet diverse needs of pupils, staff, parents and community users</p>	<ul style="list-style-type: none"> <li>Review personal evacuation plans annually and sooner if student needs change.</li> <li>Review appropriate usage of signage for evacuation procedures, internet safety, fire drill etc.</li> <li>Ensure that the signs comply with regulations for HI and VI students</li> </ul>	<p>Annually</p> <p>Annually</p> <p>Annually</p>		<p>CC/DH</p> <p>CC/SP/DH</p> <p>DH</p>	<p>Site Manager (DH)</p>
<p><b>Community</b> Access to school site for parents/guardians with disabilities</p>	<ul style="list-style-type: none"> <li>Review through Accessibility Audit, cost and report</li> </ul>	<p>Annually</p>		<p>DH</p>	<p>Site Manager (DH)</p>