



# WOLGARSTON HIGH SCHOOL

Staffordshire

# *Equality and Accessibility Plan*

## A Statement of Policy

Agreed at Local Governing Committee June 2019

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Reviewed: Annually

### Amendments

2016 – JA, SMC

2019 - SMC

## *Aim and Values*

Wolgarston High School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, sex, race, religion / belief, sexual orientation, pregnancy, maternity or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

In accordance with the Equality Duty, Wolgarston High School demonstrates 'due regard' in how it aims to promote equality, tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

To demonstrate how we are complying with the Equality Duty, the Equality Act requires that Wolgarston High School:

- Prepare and publish at least one 'equality objective' which follow the three aims of the Equality Duty; and
- Publish information on an annual basis demonstrating how it is complying with the Equality Duty.

The legal and local framework for this policy is: Equality Act 2010.

*Our guiding principles relating to Equality are:*

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention, training and development of all staff
- We aim to reduce and remove inequalities and barriers that already exist
- We respect religious beliefs and practice of all staff, students and parents

*Our objectives in order to meet the aims of the Equality Duty are to:*

- Provide a secure environment in which all our students can flourish and achieve
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- Prepare students for life in a diverse society in which people are able to see their place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- Actively challenge discrimination
- Make inclusion a thread which runs through all our activities

*In order to achieve these objectives, we will:*

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share our policies and impact assessments with the whole community
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning
- Have high expectations of behaviour which demonstrate respect to others.

*Leadership, Management and Governance*

Wolgarston High School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community
- Encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution
- Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed

*Responsibilities*

Ultimate responsibility for this policy's introduction and implementation lies with the Head Teacher in consultation with the Local Governing Committee. It is important to recognise that all staff, students and parents/carers have an active part to play in the evolution, development and maintenance of this policy.

## *Breaches of the policy*

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and the governing body.

Related policies are:

- Anti-bullying
- Charging, Remissions & Debt Policy
- SEND
- Racial Harassment

## *Section 2 : Accessibility Plan*

### **Wolgarston High School Public Sector Equality Duty (Disability) and DES/AP action plan 2019 to 2022**

#### *Aims*

The school sets objectives in line with the Equality Duty set out in the Equality Act 2010 and therefore looks to give due regard to the three aims below

- **eliminate unlawful discrimination**, harassment and victimisation and any other conduct 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 school sets out to remove or minimize disadvantage, meet students' needs and encourage them to access and participate in school life and in society beyond.

#### *Current Provision*

For disabled students, parents and carers a number of measures are already in place that show consideration for the Equality Duty in the day to day workings of the school.

1. Physical access to the buildings allows wheelchair users to reach all the ground floor areas and facilities through drop curbs, access ramps and railings. Accessible disabled toilets are provided in both main blocks. Both buildings with a first floor have lifts that enable students with limited mobility to access the first floor in all but the largest wheelchairs. Where fire risks prevent safe access to the first floor reasonable adjustments are made to move classes to alternative ground floor locations. The number of disabled parking spaces has

been increased following feedback from parents about the difficulty of collecting students. Specific refurbishment has provided a specialist room for disabled students including toilet, washing facilities and hoist. Following a focus on the needs of students on the autistic spectrum a sensory room has been provided along with an area for quiet study. A Learning Support Unit with computers and dyslexia friendly keyboards allows additional needs to be met.

2. The curriculum offer is available to all students regardless of disability and reasonable adjustments agreed in specific cases. For 6<sup>th</sup> Form entry, the curriculum offer is based on academic entry requirements that apply to all applicants regardless of disability. In addition reduced timetables, places in the Learning Hub, alternative courses and normal classroom differentiation are put in place to accommodate students' needs. The SENDCO supported by learning mentors provide additional support to remove/minimize disadvantages faced by disabled students. The school provides specialist equipment and study materials as needed, particularly to facilitate the exam dispensation that students are entitled to. Active testing is carried out in-house to identify learning needs that require additional exam support. The attainment and progress of students is monitored particularly for those with Special Educational Needs. Annual reviews of Statements and Educational Health Care Plans inform the accessibility requirements for individual students and the wider community. The Accelerated Reader Scheme is used to boost those with low level reading skills by testing on entry and then ongoing support and monitoring as required.
3. Access to information is supported in a number of ways. Default settings on computers are used to provide students with special requirements on login. Students with specific learning needs may be scribed for, receive modified handouts or additional support to suit their needs. Laptop computers and tablets may also be supplied as needed. Newsletters are available in large print on request and many of the school's key documents are available electronically through the internet. Study packs are made available so that parents of all students can support home learning aiding those with a disability. When requested the school will provide signers for parents at parents evening. Additional communication between school and home is put in place as required to aid access to information. Exam dispensation is arranged to allow access to the examination papers.

## Accessibility Plan

### Aimed at:-

- Increasing the extent to which disabled students can **participate in the curriculum**;
- Improving the **physical environment** of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of **accessible information** to disabled students.

<u>Action</u>	<u>Success criteria</u>	<u>Lead Staff</u>	<u>Timescale</u>	<u>Monitoring</u>
<p><b>Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.</b></p> <p>Focus on adjustments for those with mental health issues, physical disability and growing numbers of ASD students. Identifying undiagnosed students presenting with ASD traits will be a focus to aid participation in the curriculum. Support for those struggling with mental health issues will be developed to reduce absence and increase</p>	<ul style="list-style-type: none"> <li>• Annual EHCP and Statement reviews (while Staffordshire LA converts to EHCP) will provide evidence of adjustments required to support students in lessons.</li> <li>• Learning mentors and support workers will identify changing needs for those students with special needs.</li> <li>• Parents will be supported by the Learning Hub in raising and resolving problems and this will be recorded and communicated to teaching</li> </ul>	<p>SLT member with responsibility for SEND and SENDCO</p> <p>SENDCO &amp; Inclusion Manager</p>	Ongoing	<p>SEND Line Management Meetings</p> <p>EHCP Review Statement Review</p> <p>SEND Learning mentor meetings</p>

	<p>staff.</p> <ul style="list-style-type: none"> <li>• Parent breakfasts linked to specific disabilities will provide a way for curriculum</li> <li>• Teaching staff will monitor student progress and highlight curriculum needs.</li> <li>• Student voice contribution to the review will specifically include views of students with a disability. As part of developing participation in public life the school wishes to increase access to raise issues through school council for students with a disability.</li> <li>• Provision of relevant CPD sessions will include the majority of teaching staff. CPD to involve parents and students where applicable. Looking at key focus areas.</li> <li>• Liaison with outside agencies such as CAMHS, Autism Outreach, student advocates and medical providers to ensure students' needs are up to date.</li> </ul>	<p>Teaching Staff and Faculty Leaders. Inclusion Manager School Council Staff Leader</p> <p>SLT</p> <p>SLT member with responsibility for SEND and SENDCO</p>	<p>Ongoing</p> <p>September 2019 Onward</p> <p>Sept 2019 Onward</p> <p>Ongoing</p>	<p>CPD records</p> <p>Student Files</p>
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<p><b>Further develop systematic procedures that collect views of the impact of reasonable adjustments by students with a disability, their parent and advocates. (Student voice processes, impact of anti-bullying measures, parent confidence tool).</b> Develop parental involvement, particularly with EHCP. Build parent networks and provide information to access specialist services</p>	<ul style="list-style-type: none"> <li>• The School Forum will be involved in considering provision for students with disabilities. The forum will review provision from a parent/carers perspective and provide feedback on whether students' needs are being met.</li> <li>• Parent Breakfast for students with mental health issues such as self-harm, Dyslexia and Autism will take place periodically to garner parent's views and create support network/critical friend.</li> <li>• Transition meetings will act as a forum for new parents</li> <li>• Results of student survey/pupil voice will be available to shape future policy</li> <li>• Views of students and parents will be gathered via EHCP reviews, care plans, and specific meetings.</li> </ul>	Headteacher and School Forum	By July 2020	Minutes of Local Governing Committee
		SLT member with responsibility for DES/AP and SENDCO	By November 2020	
		SENDCO	By July for each cohort.	
		SLT for DES/AP	Ongoing	Survey Results
		SENDCO	Ongoing	SEND and student records

<p><b>Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors meeting the closing the gap agenda.</b></p> <p>Focus on setting and achieving ambitious targets and maintaining high expectations.</p>	<ul style="list-style-type: none"> <li>• Progression monitoring of Basics, EBacc, Attainment 8 and Progress 8 Measures. Setting of ambitious targets in accordance with the EHCP guidance in the SEND Code of Practice. (Top 5% FFT Ambition plus one where possible)</li> <li>• Attendance measure will show persistent absence and attendance moving in line with the rates for all students. Subject to medical needs)</li> <li>• Analysis of Ofsted Data Dashboard and internal data to identify patterns in achievement and progress to trigger reasonable adjustment. Annual review of performance to governors to include those with Special Educational Needs.</li> </ul>	<p>SLT member with responsibility for data</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>From September 2019</p> <p>Annually.</p>	<p>DES/AP group to receive periodic reports.</p> <p>SIG Group will monitor attendance measures for SEND students.</p>
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**Agreed targets in three key areas identified below.**

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
<p><b>Increase access to the curriculum by:</b> Increasing the ability of the school to meet the needs of students with mental health difficulties particularly where that impacts attendance. Early identification of undiagnosed ASD to increase access to the curriculum through Inclusion Hub/SEND intervention. Increase Inclusion hub staffing to facilitate mental health support.</p>	<ul style="list-style-type: none"> <li>• School will develop resilience in students through promoting strategies to maintain mental health including anxiety, depression, exam stress and body image.</li> <li>• Early identification of mental health concerns through referrals to the Inclusion Hub.</li> <li>• Provision of targeted mental health support through the Inclusion Hub staff, reduced and alternative timetables.</li> <li>• Increased staffing of LSU.</li> <li>• Identification of need thorough monitoring by Attend EDC.</li> <li>• Identification and intervention for students with undiagnosed ASD.</li> </ul>	<p>SLT</p> <p>Pastoral Team, Inclusion Manager</p> <p>SLT SLT</p> <p>SENDCO</p>	<p>Achieved by July 2021</p> <p>September 2016 onward.</p>	<p>SLT</p> <p>Inclusion Manager</p> <p>SLT/SIG</p> <p>SLT</p>
<p><b>Increase access to the physical environment by:</b> Providing students with a (severe physical) disability with a named primary contact. Meetings with agencies both medical and social work. Adaption of current facilities for new admissions as required.</p>	<ul style="list-style-type: none"> <li>• SLT Line Manager for SEND, SENDCO and keyworker to meet with carers and agencies to ensure reasonable adjustments are made and access to the curriculum is successful.</li> <li>• Appropriate changes in preparation for students joining the school</li> </ul>	<p>SLT Member with responsibility for SEND SENDCO Keyworker</p>	<p>As required.</p>	<p>SLT</p>

	community.			
<p><b>Fostering good relations: - Promote positive images and wider understanding of those with a disability by:</b></p> <p>Developing PSHE, Community and House Themes to reduce prejudice and increase relationships through diverse student groups.</p> <p>Anti-bullying work and behaviour management to tackle instances where students experience discrimination through their disability.</p>	<ul style="list-style-type: none"> <li>• PSHE to reflect disability and promote understanding of different disabilities including mental health.</li> <li>• House themes that promote understanding and tolerance.</li> <li>• Anti-bullying work to focus on challenge to discrimination aimed at disability.</li> <li>• Behaviour management to impact on instances of discriminatory behaviour.</li> </ul>	House Leaders and Inclusion Manager	<p>September 2019 then ongoing.</p> <p>July 2020</p> <p>Ongoing</p>	<p>PSHE Schemes</p> <p>House and Tutor Records.</p> <p>Records of discriminatory behaviour.</p>

Relevant CPD training during 2019-2021 to be agreed, in order to meet the above objectives.