



Hyde Community College

# **Accessibility (Equality) Policy**

Approved by Governors:	15 <sup>th</sup> January 2014 (B&S)
Date to be reviewed:	Spring 2017

## **School Ethos, Vision & Values**

Hyde Community College is committed to ensuring equal treatment of all its employees, students and any others involved in the school community and will ensure that people are not treated less favourably in any procedures, practices and service delivery whatever their gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances.

### **A Society built on fairness and respect**

We strive to include and engage all students and to prepare them for full participation in a diverse society. This school will take steps to:

- ❖ Promote equality
- ❖ Promote racial equality and good race relations
- ❖ Oppose all forms of prejudice and discrimination
- ❖ Ensure students with a disability have access to the school buildings and to the curriculum.

This school will not tolerate harassment of disabled people with any form of impairments and will also consider students who are carers of disabled parents. There are links to the inclusion policy, equal opportunities policy and the anti bullying policy, as well as information included in the staff handbook and other policies and documents.

### **1.1 What do we understand by “disability”?**

“Disability is a physical or mental impairment which has a sustainable and long term adverse effect on a person’s ability to carry out normal day to day activities” (DDA 1995 Part 1 para 1.1) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For mental impairment the need for it to be clinically well recognised has been removed.
- Students falling into the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, autistic disabilities, emotional, social and behavioural difficulties and medical progressive/degenerative conditions.

As a school we understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled students may or may not have special educational needs.

### **1.2 What do we understand by racial harassment?**

The definition of institutional racism is ‘the collective failure of an organisation to provide an appropriate professional service to people because of their culture, colour

or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.

- ❖ A racist incident is 'any incident' which is perceived to be racist by the victim of any other person'. Any incident of racial harassment is unacceptable in our school. An incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.
- ❖ Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- ❖ All racist incidents are investigated by the Headteacher. Incidents of racism are recorded in the racist incident log and the Headteacher reports to the governing body and the LA on the number of incidents, the prevailing trends and how the issues have been dealt with
- ❖ All pupils, parents and staff are aware of our procedures for dealing with racist incidents and all staff are trained to deal firmly, consistently and effectively with racist incidents.
- ❖ Victims of racism and racial harassment will be supported by the school and where appropriate, we will seek the support of external agencies.

### **1.3 What do we understand by Gender Equality?**

- ❖ Unlawful sexual discrimination
- ❖ Sexual harassment
- ❖ Gender equality

We welcome the responsibility to think and act more strategically about gender equality. We are working to develop our understanding of the major gender equality issues in our schools functions and services.

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls.

We believe that the Equal pay Act of 1970 and the Sex Discrimination Act of 1975 and having this gender equality policy and action plan will:

- ❖ Support us in our decision-making and policy development
- ❖ Give us a clearer understanding of the needs of staff, pupils and families
- ❖ Enable us to provide better quality services which meet varied needs
- ❖ Help us target our resources more effectively
- ❖ Help promote increased confidence in our school

In these ways we will strive to improve the situation and the relationships between men and women and boys and girls within our school and wider community

## **2 School Strategic Priorities**

The aim of education for children and young adults taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances is no different from those of all our students.

Inclusive education uses proven methods of teaching from which all students can benefit. Learning must be adapted to the needs of the student/young adult, not the person fitted into the system.

Hyde Community College has as one of its core aims to become a fully inclusive school. This journey towards being an inclusive school and the principal of equal opportunities for all are in accord, in that the barriers that exist for people with regard to gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances, are being studied, recorded and progress is being made towards their removal.

The school has been awarded the Inclusive Schools Award.

The school is also committed to continuous staff training in the area of teaching and learning. The school building is built under DDA regulations.

## **3. The General Duty**

With regard to gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances we will actively seek to:

- Promote equality of opportunity.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment.
- Promote positive attitudes. This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- Encouraging participation by disabled persons in public life- it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 s.48A)

## **4. How we will meet the General Duty & Specific Duty**

The production of this policy provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty of the EHRC.

#### **4.1 Involvement of People in Developing the Scheme**

The role of the Student Voice and the Parent Voice are key element in the consultation process within school.

The consultation process for parents/carers is incorporated into the whole school policy of communication through personal interviews, review meetings for students on the whole school inclusion register, target setting/review days and through parental/carer evenings and other events.

#### **4.2 Developing a voice for students, staff and parents/carers**

At Hyde Community College we have a working party consisting of the Governor with responsibility for Disability Equality, Support staff, Head of Special Educational Needs, Head of the Hearing Impaired and Exams Co-ordinator.

In addition Hyde Community College all students are involved in meetings with staff and parents/carers these include:

- Review meetings for students on the inclusion register with a statement.
- PSP meetings at initial and review stages.
- Whole School target setting and target review meetings.
- Transition meetings from Key Stage 2 to Key Stage 3, or at entry into the school at any time.
- Transition meetings from Key Stage 3 to Key Stage 4, in relation to pathways.
- Meetings with our IAG adviser, who advises and guides our students in the choice available for post 16 education.

All students are eligible to be members of their year council are the whole school council and are able to participate in discussions regarding their lives in school. Hyde Community College students regularly take part as ambassadors for the school during open days, interview panels for the appointment of staff and are able to discuss how they feel about their learning in a positive and constructive manner.

#### **4.3 The Governing Body**

At Hyde Community College the Governing Body ensures that its proceedings are accessible to all parents/carers, staff and community members. In particular it ensures that the range of members of the Governing Body reflects the diverse nature of the school and that they are Governors with direct responsibilities for areas such as Inclusion, Community links and Disability Issues.

#### **4.4 Removing Barriers**

In Hyde Community College we will consider the range of barriers within our school and outline the action and continual monitoring to ensure that the school in all its aspect is fully accessible to all students.

#### **4.5 The Curriculum, including teaching and learning**

At Hyde Community College it is our duty to make reasonable adjustments with reference to the needs of all our students and adults, to the full range of policies, procedures and practices of the school.

The school will consider the differentiation of:

- Materials for learning activities and forms of information
- Teaching and learning strategies to reflect the full range of learning and disability difficulties
- Types of assessment which will inform and support the students' learning

As part of Humanities there are strategies to promote positive attitudes. There are opportunities for discussions and the sharing of information relating to race, gender and disability issues for all students and adults. Regular awareness training through assemblies and follow up work also takes place.

#### **4.6 Employing, promoting and training staff**

The school operates an equal opportunity policy in its procedures to appoint staff. It will record any disabilities disclosed to the head teacher and governors.

#### **4.7 Reviewing/Monitoring**

Hyde Community College will use the information gathered to review annually the effectiveness of the plan. This review will consider the effectiveness of the scheme and how the strategies have been effective in removing barriers for people.

The scheme will be reviewed and publicly commented upon each year and revised every three years.

Senior Member of Staff Responsible \_\_\_\_\_

Designated Member of Staff \_\_\_\_\_

Governor Responsible \_\_\_\_\_