



Hyde Community College

Accessibility (Equality) Policy

Approved by Governors:	31/01/2018
Date to be reviewed:	Jan 2019

Accessibility (Equality) Policy

This policy is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. This policy details how, over time, Hyde Community College (HCC) intends to increase the accessibility of our school for disabled pupils. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

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

HCC strives 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. Definitions

1.1 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 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. 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 or delegated representative. Incidents of racism are recorded in the racist incident log and the Headteacher or delegated representative reports to the Governing Board and the local authority (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 Gender Equality

Gender equality, also known as sexual equality, is the state of equal ease of access to resources and opportunities regardless of gender. This also includes:

- Unlawful sexual discrimination
- Sexual harassment

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 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 school's functions and services and aim to

- Fully consider gender equality in our decision-making and policy development
- Ensure a clear understanding of the needs of staff, pupils and families
- Provide quality services which meet varied needs
- Target our resources effectively
- Promote 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 pupil, not the pupil fitted into a system.

Hyde Community College aims to be a fully inclusive school; this ambition and the principle 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 monitored, recorded and progress is being made towards their removal.

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.

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

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 Equality and Human Rights Commission (EHRC).

4.1 Involvement of People in Developing the Scheme

The roles of the Student Voice and the Parent/ School Partnership (PSP) are key elements in the consultation process within school.

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

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

At Hyde Community College we have a 'Parent-School Partnership' lead by an Assistant Headteacher to facilitate increased parental engagement.

In addition, at 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.
- 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 options.
- Meetings with our Information Advice and Guidance (IAG) adviser, who advises and guides our students in the choice available for post 16 education.
- Parents' Evenings for all year groups.

A Student Leadership Team of Year 11 students has been appointed for the first time in 2017-18. 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 Board

At Hyde Community College the Governing Board ensures that its proceedings are accessible to all parents/carers, staff and community members.

4.4 Removing Barriers

In Hyde Community College we consider the range of barriers to learning 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

There are strategies to promote positive attitudes and 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 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 _____