



The Hampshire School
C H E L S E A

**Equal Opportunities and
Disability Policy including the 3 Year Accessibility Plan**

Early Years, Pre-Preparatory and Preparatory comply with this Policy and Guidance

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Equal Opportunities, Access and Disability Policy

Rationale:

The Hampshire School Chelsea is committed to the principles of equality, respect, fairness and justice. We seek to treat all members of the school/setting community equally, including those with “protected characteristics” as defined in the Equality Act 2010 (updated 2016) for whom discrimination is outlawed. These characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief; sex, and sexual orientation.

The School will ensure that all reasonable adjustments and alterations are made to ensure that no child with a disability is disadvantaged compared to children without a disability.

The Hampshire School is required to have a three-year Access Plan that increases access for the disabled in terms of the curriculum, physical environment and delivery of information (Refer to Annex 1) and a named Special Needs or Enrichment Co-ordinator (Refer to Inclusion Policy).

Aims:

- To promote the principles of equality, respect, fairness and justice for all, regardless of any protected characteristics (as listed above);
- To develop universal values and world citizenship by celebrating cultural diversity and supporting children in developing a positive self-image;
- To take positive and proportionate action designed to alleviate disadvantages experienced by, or to meet the particular needs of, children with particular protected characteristics;
- To provide children with equal access to the full range of educational opportunities including the provision of auxiliary aids and services to disabled children;
- To promote good relations between persons of different racial groups challenging stereotyping and prejudice and acting promptly to remove any forms of direct or indirect discrimination;
- To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve; and
- To collect information with regard to ethnic origin for monitoring purposes.

The role of the Head

- To implement and review as part of the school/setting improvement plan, the school/setting’s equal opportunities, access and disability policy;
- To ensure that all members of the school/setting community are aware of and implement the policy;
- To ensure that the policy is implemented with regard to staff selection and appointments;
- To take seriously reports of discrimination from parents/carers, children or staff by investigating them and ensuring that appropriate action is taken; and
- To ensure that information with regard to ethnic origin is collected and entered into the school/setting Management Information System and that this information is used as part of the monitoring of equality of opportunity.

Definition of discrimination

Direct discrimination: When a person with a protected characteristic is treated less favourably than others are (or would be) treated in comparable circumstances.

Indirect Discrimination: In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

Perceptive discrimination: Where a person is treated less favourably because of a perceived protected characteristic.

Associative discrimination: Where a person is treated less favourably because of the characteristics of those they are associated with.

Victimisation: Treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

Harassment: Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the protected characteristics such as sex, disability or race.

The school should refer to the Equality Act 2010 (updated 2016) for full details of the definition of discrimination against each of the protected characteristics (<http://www.legislation.gov.uk/ukpga/2010/15/part/2>)

Definition of disability

The UK Equality Act 2010 (updated 2016) defines a disabled person as someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Act *'substantial'* means *'more than minor or trivial'*. *'Longterm'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include 'hidden' impairments such as dyslexia, autism, speech and language impairments, and Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Discrimination arising from disability: Discrimination arises against a disabled person if they are treated unfavourably because of something arising as a consequence of their disability, and it cannot be shown that the treatment is a proportionate means of achieving a legitimate aim. It does not apply if the person accused of discrimination did not know and could not reasonably have been expected to know that the disabled person had a disability.

Disability and Special Educational Needs

Please see The Hampshire School Inclusion Policy.

Changes to the arrangements for Special Educational Needs came into force on 1 September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014). Due regard has been made to these in adjusting this policy in line with the Reasonable Adjustments (see The Hampshire School Inclusion Policy).

Action: Employment

The Hampshire School Chelsea must not discriminate in the employment of staff on grounds of any of the protected characteristics. With regard to disability, schools/settings must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment processes, terms and conditions, promotions, transfers, dismissals, training, and employment practices such as dress codes and disciplinary procedures. Full details are set out in the Equality Act 2010 (update 2016) (<http://www.legislation.gov.uk/ukpga/2010/15/part/5>).

The UK Equality Act 2010 (update 2016) states that it is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work, or relate to the arrangements for the interview/selection process.

This means that the school should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure.

The Hampshire school may ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

Action: Children

Admissions

Please see Admissions Policy.

The Hampshire School must not discriminate against children seeking admission on grounds of any of the protected characteristics. There are some limited exceptions to this:

- single sex schools/settings may discriminate on grounds of sex with regard to admissions, and schools/settings with a religious character may give priority in admissions to applicants who are of their faith;
- UK curriculum and collective worship are not covered by the requirements on school/settings not to discriminate on grounds of religion or belief.

Parents are requested to provide information with regard to age, sex and ethnic origin for monitoring purposes. An individual's race, nationality, ethnic origin, sex, disability or religious beliefs do not form part of the selection process. In order to decide whether the school/setting can meet the needs of a child, parents are requested to complete the part of the Registration Form detailing whether a child has a disability, special educational need or medical condition. The school/setting may take external advice and arrange for assessments in order to determine whether the school/setting can meet the needs of the child. Where it is practicable, reasonable adjustments are made to enable a child to be admitted. This may include the provision of services for which an additional charge is made.

School Provision

Children must not be discriminated against with regard to any of the protected characteristics. This includes the provision of teaching or allocating the child to certain classes, applying different standards of behaviour, dress and appearance, excluding children or subjecting them to any other detriment, and conferring benefits, facilities or services.

Normal disciplinary procedures may be applied to a disabled child where appropriate on grounds of unacceptable behaviour. If, however, a child is excluded, fixed-term or permanently, for a reason directly related to his or her disability, this may be disability discrimination. Appeals on the grounds of disability, against fixed-term or permanent exclusions, are heard by the SEN and Disability Tribunal (SENDIST).

For younger children it is usually effective to use role play, story and puppets to demonstrate appropriate behaviour and language. Discussion with the child and the support of parents is usually sufficient to change attitudes and behaviour.

Teachers have responsibility for:

- differentiation and setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children.

All staff must challenge any incidents of prejudice or discrimination. Incidents are to be recorded and tracked using the whole school behaviour sheet and Incident form where appropriate including dates and times and reported to the line manager who is responsible for reporting to the Head.

Serious incidents

Serious incidents should be reported to the Head and dealt with. The accused and accuser are separately asked to give an account of the incident(s) in the presence the Head. The account is recorded during the interview and if further information is required an investigation is arranged within 24 hours.

Immediately after the interview, parents/carers of both the accused and the accuser are informed of the incident and if there is to be an investigation.

If the allegation is substantiated parents of the victim and those causing the offence are invited to a meeting to inform them of the outcome of the investigation and the consequences.

The victim(s) will receive support and counselling from an appropriate member of staff who is also responsible for monitoring that there is no further discrimination or harassment.

Action: Monitoring

There is a duty to assess and monitor the impact of policies on children, staff and parents, in particular the attainment levels of children from different racial groups.

The school records and tracks racist incidents on the whole school behaviour sheet.

Discrimination against staff

If a member of staff believes that they have been subject to discrimination they should report the matter to the Head. If they consider that the matter has not been resolved they should follow the grievance procedure.

The Head should make a record of the interview with the member of staff and both should sign it as an accurate record. The Head is responsible for conducting an investigation within four working days and informing those concerned of the outcome. The disciplinary procedure is followed if a member of staff is found to be in breach of the Equal Opportunities, Access and Disability Policy.

If a member of staff believes they have been subject to discrimination by the Head they should report the matter to the GEMS Europe Director of Education. A record must be kept of the interview and signed by both parties as an accurate record. The Director will investigate directly, or nominate an appropriate person to conduct an investigation on their behalf within the four-day timeframe, and will inform those concerned of the outcome.

Access Plan

Rationale: We are committed to inclusion and our core values and school aims are built around providing a secure, collaborative and purposeful learning culture, where all children and staff are valued, cared for, listened to and challenged to be the best they can be. The School guarantees an interview to job applicants with a disability, who meet the essential criteria.

The Hampshire School aim to:

- promote positive attitudes towards disabled people so that they are not harassed, discriminated against or treated less favourably for a reason related to their disability;
- increase the extent to which disabled children can participate in the school/setting curriculum;
- make reasonable adjustments which may include treating disabled people more favourably than other people, so that they are not at a substantial disadvantage;
- improve the environment of the school to increase the extent to which disabled children can take advantage of education and associated services; and
- Improve the delivery to disabled children of information which is provided in writing for children who are not disabled, as appropriate to their needs.

The Head is responsible for the accessibility plan and managing its resourcing and implementation. The plan will:

- allocate responsibilities;
- establish timescales;
- identify resources - human and financial;
- identify a source of funding e.g. devolved capital where necessary;
- make clear anticipated outcomes, with performance criteria, where necessary;
- build in review mechanisms and dates; and
- be reviewed in conjunction with the School Improvement Plan, staff training records and the asset management plan and reported on annually via the Head's report to the CEO.

School/setting Information and analysis of need

To access the School distribution data please see below.

The school has identified those children/staff that have a disability and, through Learning Passports and Education Healthcare Plans and risk assessments, it works with agencies, parents and children to ensure they have full access to the whole curriculum.

Staff are committed to undertaking training to support the needs of all children.

Training includes:

- health and safety including first aid; epi-pen; manual handling;
- managing illnesses such as diabetes and asthma (paediatric nurse based at Sherfield School is available for advice);
- teaching for inclusion (differentiation and personalised learning strategies).

The school has addressed a number of needs including installations of 3 disabled toilets, installation of lift, ramping, widened doorways and resurfacing of outdoor areas.

School trips are monitored and to date, no child has been prevented from going on the basis of their disability.

Using school tracking systems and lesson observations by senior staff, the achievement of children is tracked and analysed. In addition, the progress of children with disabilities is monitored through review meetings. Teaching assistant hours and intervention plans are regularly adapted and updated to improve learning opportunities.

The School policies are regularly reviewed in order to consider their impact on children, staff and parents with disabilities.

The school has set the following priorities within the Whole School Priorities:

- Create a register of disabled children;
- Audit of disabled children participation in the life of the school/setting;
- Monitor patterns of attendance;
- Monitor the participation of children in off- site activities and residential visits;
- Identify the ways in which information is currently provided for disabled children;
- Acknowledge achievements in extra-curricular activities; and ☐ Review policies in line with the policy review cycle.

Increasing the extent to which disabled children can participate in the curriculum

The Hampshire School has high expectations of all its children, regardless of disability. Key elements in ensuring disabled children can access the curriculum include:

- focused and cost effective deployment of additional adults;
- appropriate child grouping and use of peer support;
- effective use of Head of Enrichment time;
- review of time-tabling;
- a review of how the school/setting plans to develop awareness of disability through the curriculum;
- sharing successful developments in one area of school/setting life across the whole school/setting; and
- access to specialist advice and support.

In addition, disabled children need access to other aspects of learning and school/setting life, through:

- recreation;
- movement around the school/setting;
- special events: sports days, visiting theatre groups or story-tellers; ☐ extra-curricular activities and after-school clubs; and ☐ school/setting trips.

The school/setting has set the following priorities for increasing curriculum access:

- review the curriculum to identify times when awareness of disability can be covered;
- ensure all children have access to extra-curricular activities and trips; and
- provide staff with training appropriate to the needs of children with disabilities.

Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services:

The physical environment of the school/setting must be considered in relation to the needs of different groups of children and other non-disabled users. Reasonable adjustment standards must be applied. The following improvements have been made:

state improvements e.g.

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- improvements to toilets, washing and changing facilities;
- changes to the layout of the playground and other common areas;
- the provision of ramps and improvements to doorways; and
- the provision for procurement if/when required of particular furniture and equipment to improve access.

Improving the delivery to disabled children of information that is provided in writing for children who are not disabled:

Information to disabled children is currently distributed in a range of ways, dependent upon their need e.g.:

- in simplified language; and
- in visual form i.e. timetables and signs, using a symbol system.

Consideration of different formats is built into the design of information produced for children, staff, parents etc. For example, state examples e.g. the Admissions Form seeks information and preferences from a parent with a visual impairment how they would prefer to receive letters.

Publication of the Plan

The school will consider:

- making the plan available in different formats as appropriate to need;
- format of the plan e.g. use of jargon/ acronyms, font etc

Accessibility Plan 2017 - 2020

Aims	Tasks	Time scale	Responsibility	Monitoring
To develop a monitoring system to support children with a disability	<p>Create a register of children</p> <p>Monitor patterns of attendance</p> <p>Monitor participation in off- site activities and residential visits</p> <p>Record child achievements</p> <p>Review policies</p>	To be updated yearly	<p>Class Teachers</p> <p>Leadership</p>	SLT
To increase the extent to which disabled students can participate in the school's curriculum	<p>Review the curriculum</p> <p>To insure full access to all curriculum areas</p> <p>To timetable lessons in accessible locations</p>	Reviewed each academic year	<p>Class teachers</p> <p>Curriculum Review Team</p> <p>Leadership</p> <p>SM</p>	SLT
To ensure the needs and aspirations of groups of users are met and understood	<p>Carry out child questionnaires and discussions to seek the views of those with a disability</p> <p>Carry out questionnaires and discussions with parents of those with a disability</p> <p>Develop a section in the Lettings Form to seek information. Ensure hirers discuss with the School and are aware of provision for disabled</p>	June 2018	<p>Leadership</p> <p>Head</p> <p>Finance Officer/Head</p>	SLT

<p>To ensure the school/setting develops children' awareness of disability</p>	<p>Review PSHEE curriculum to ensure disability awareness is taught effectively</p> <p>Provide opportunities for organisations to talk to children</p> <p>Review other areas of the curriculum eg PE, Science</p> <p>Ensure curriculum is adapted within reasonable adjustment.</p>	<p>Reviewed annually</p>	<p>Team Leaders and Heads of Section</p>	<p>SLT</p>
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Aims	Tasks	Time scale	Responsibility	Monitoring
<p>To ensure children have full access to trips and extra- curricular activities</p>	<p>Plan with parents planned trips and activities to ensure access</p> <p>Review with other providers and agencies provision during a school trip</p> <p>Provide support for children to ensure they can access out of hours activities</p>	<p>Annual review</p>	<p>Head</p> <p>SLT</p>	<p>SLT</p>
<p>To ensure staff are appropriately trained</p>	<p>Provide training to meet the needs of children with disabilities</p> <p>Seek training through the LA/ health service and other providers</p>	<p>On going</p>	<p>Head</p>	<p>SLT</p>

<p>To provide appropriate access to all users</p>	<p>Through Admissions Forms or questionnaires, seek information on the needs of users; ensure reasonable adjustments are made.</p> <p>Ensure doorways are clear enough to admit wheelchair access</p> <p>Ensure all toilet facilities are kept clear of clutter.</p> <p>Ensure usage of mobile ramp at front door – for access (kept near to the front door by the stairs)</p>	<p>Regular checks</p> <p>December 17</p>	<p>Head</p>	<p>SLT</p>
<p>Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services</p>	<p>Regular painting of walls</p> <p>Declutter teaching areas</p>	<p>Painting 3 yearly rotation</p> <p>Areas – bi weekly learning walks</p>	<p>Facilities Manager</p>	<p>SLT</p>

Annex 2:

Schedule 10 of the Equality Act 2010 requires schools to have a three-year accessibility plan.

Schedule 10

3(1) The responsible body of a school in England and Wales must prepare—

- (a) an accessibility plan;
- (b) further such plans at such times as may be prescribed.

3(2) An accessibility plan is a plan for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

3(3) The delivery in sub-paragraph (2)(c) must be—

- (a) within a reasonable time;
- (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

3(4) An accessibility plan must be in writing.

3(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

3(6) The responsible body must implement its accessibility plan.

4(1) In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.