

Trinity School

Accessibility Plan



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Table of Contents

Introduction.....	3
Purpose:	3
Aim(s):.....	3
Sources and references:	3
Principles/values:	4
Procedures and practice	5
The Equality Duty	6
Conclusion	8
Other documents and appendices	9
Appendix A: Key legislation	10
Trinity School Accessibility Plan	11
Improving Curriculum Access 2017-18	15

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Trinity School

Accessibility Plan

Introduction

This Equality Policy for Trinity school includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Purpose:

At Trinity School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). This policy sets out how we will meet these obligations.

Aim(s):

As a Christian school it is our vocation, moral obligation and delight to provide the best possible education for every pupil. Trinity School is committed to providing an appropriate and high quality education to all the children living in our local area. We work hard to improve pupils' attainment and the standards of teaching and learning continually. At the same time, we also aim to meet the needs of the whole person and the whole community because we understand that the whole of life is education and that everyone who is part of a pupil's life affects that pupil's understanding of life and, therefore, his or her education.

As a matter of Christian principle we believe that all pupils are of equal value. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Sources and references:

Equal Opportunities Church of England Schools, A Guide to the Issues in Policy and Practice;
Church of England
The Equalities Act, Making Equality Real; HM Home Office

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Principles/values:

This policy is based on our commitment to our values particularly:

Christian: everything in the school will be based on our Christian values - not just assemblies and RE but also teaching and learning, pastoral care and how we treat each other on the sports field and in the classroom

High achieving: we will expect the best from all in our school community and help them to flourish through a rigorous but personalised approach which affirms everyone's individual gifts and talents

Nurturing: the culture as opposed to size (as we are growing) small size of our school, coupled with our tutor system and chaplaincy provision, will allow us to know each pupil well. We want to ensure that the whole young person – academic, spiritual, social, creative and physical – is developing well and being cared for

Serving: we will encourage all involved in our school - pupils, families, teaching and non-teaching staff - to serve others within the school, in the local community and beyond.

Principle 1: All members of the community are of equal value

We believe that people are made in the image of God and therefore pupils, potential pupils and their parents and carers are of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or gender identity
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised
- sexual identity
- faith or non-faith

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Principle 3: We seek to create a community that nurtures and supports all members.

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment

Principle 4: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled individuals
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- gay people as well as heterosexual

**Principle 5: We address prejudice and prejudice related bullying
We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:**

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudice reflecting sexism or homophobia

Procedures and practice

The provisions of the Equality Act 2010 as they affect education

The Act makes it unlawful to discriminate against, harass or victimise a pupil or potential pupil

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or

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- by excluding a pupil or subjecting them to any other detriment.

The Act also makes it unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The Act introduces Positive Action

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

The Equality Duty

The Equality Act introduces a single public sector equality duty, which applies to all protected characteristics. It has three main elements. In carrying out their functions, public bodies (which includes Free Schools) are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Implementation of the Equality Act and Duty

Trinity School is committed to fulfilling the requirements of the Equality Act and Duty so that our commitment to equality is fully integrated into all of the school's functions.

We will do this in the following ways:

a) By ensuring that:

- **The Senior Leadership Team** understand the requirements of the Equality Act and the Equality Duty and their responsibilities

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- **All those involved in setting policy** consider equality implications before and at the time that they develop policy and the importance of keeping policies under review on a continuing basis
- **All decision makers** are made aware of the duty to have “due regard’ to equality when making a decision or taking an action and must assess whether it may have implications for pupils with particular protected characteristics.
- **All staff** have access to the information document about the Equality Act and Duty and receive training to understand its implications
- **All those responsible for data analysis and management** understand how to read the data in the light of the Equality Duty in order to use it to overcome discrimination and advance equality of opportunity
- **All parents** are informed about our commitment to equality in the home school agreement and when appropriate in the school prospectus.
- **All Governors** are briefed about the Act and its provisions

c) By ensuring that

- all staff are aware of the school’s commitment to eliminating discrimination, advancing equality and fostering good relations.
- The Senior Leadership Team analyses the progress of its students in light of attainment, progress, attendance, persistent absence and exclusions of all groups
- The analysis leads to an understanding of where gaps might exist in terms of equality of opportunity and that all teaching staff use this information to address these gaps

d) By being committed to overcoming inequality

Using data and analysis of the school the SLT will identify, annually, equality objectives. These will be recorded as Equality Objectives and kept under review by the Leadership Team

Progress against the objectives is reviewed by the Governors ‘Equality Link Person’ and considered annually by those responsible for governance.

These objectives will include the following areas:

- Analysis of performance data by group, including pupils receiving the pupil premium, leads to a deep consideration of their needs and barriers to learning. Action taken as a result leads to a closing of any attainment gap.
- Alignment of school’s procedures with best practice with regard to combating bullying and harassment in order to lower incidence of reported cases.
- Delivering a thoughtful and wide-ranging programme of Spiritual, Moral, Social and Cultural Development.

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- Breakdown of statistics by gender, FSM and ethnicity to give added insight into issues relating to behaviour and attendance.

e) By assessing impact

- The head master is tasked with ensuring that three simple Equality questions are routinely considered whenever a shift in either policy or practice is proposed.
 - What will the impact of this action be on pupils or others with protected characteristics?
 - Could this action result in discrimination, harassment or victimisation?
 - Will the overall impact of this action be positive or negative?

f) By using the following to promote equality

- aspects of the curriculum which promote tolerance and friendship, sharing understanding of a range of religions or cultures,
- the behaviour and anti-bullying policies, in particular the development of a bullying register that highlights discriminatory behaviour
- worship dealing with relevant issues
- involvement with the local communities,
- formation of global partnerships which enable pupils to meet and exchange experiences with children from different backgrounds,

Conclusion

Monitoring and evaluation:

The staff member responsible for co-ordinating the monitoring and evaluation is the deputy head). They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area.

Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions

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- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Other documents and appendices:

Appendix A: Key Legislation

Separate Documents

Accessibility Plan

Equality Objectives



Appendix A: Key legislation

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act. The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum

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- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people.

Auxiliary aids and services

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Trust acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN Education, Health and Care Plan (EHCP), or where the EHCP does not provide the auxiliary aid or service.

Community Cohesion – Education and Inspection Act 2006

General duty

To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Trinity School Accessibility Plan

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum

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- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's access plans take account of extant Disability Equality Schemes/Single Equality Scheme and build on those foundations. This access plan will include data and consultation with parents, students, staff and other stakeholders.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a:

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school has disabled pupils, staff members and service users.

Vision and values

In terms of accessibility, Trinity School:

Believes that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Trinity School subscribes to a definition of inclusion that says:

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

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Information gathering

In preparing this plan, Trinity School has considered:

- The nature of the school population for whom the school is planning
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities

Pupil information will include a range of data:

As part of staff induction in September 2013, an audit of the school's strengths and weaknesses in working with disabled pupils will take place. This will include:

- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions (data from primaries and ongoing monitoring), areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access.
- The impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Over time, and using data from KS2, outcomes for disabled pupils including exams and end of key stage results and achievements in extra-curricular activities

Consultation in the form of one to one meetings was conducted with disabled children within the school and their families.

The current site

Trinity now occupies a purpose built state of the art facility and is well placed to support students with varying disabilities. For example, there are disabled toilets, a lift, ramp access and disabled parking for those who require this type of support.

Some disabled pupils need specialist furniture in order to access the curriculum. When this is necessary we will work with Occupational Therapists and other professionals to ensure any change in circumstances are accommodated.



Access to the curriculum

All areas of the curriculum are available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate (for instance, PE, or science experiments or other practical work) then an alternative activity is made available. For instance, handwriting practice might be inappropriate for a disabled pupil but developing keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity, and will be a central part of ongoing work of the SENCO, Form Tutor, and teaching staff.

Planning specific staff training will improve access to the curriculum and will form a central plank of ongoing staff CPD provision.

Where appropriate, review of the participation of disabled pupils during lesson observations will be recorded and will inform future developments in inclusion and staff training.

Trips and visits

Access to school visits can be problematic for some disabled pupils. The expectation is that adjustments will be made to ensure that all children can access school visits.

Access to written information

On the basis of continuous audit of student need, Trinity School:

- Has invested in software to support children with reading difficulties
- Provides its teachers with information on how best to support its students

Implementation

The deputy head is the senior leader responsible for the oversight, review, implementation and quality assurance of the Accessibility Plan.

Annual Review shall include:

- Student interviews with disabled children – TBC
- EHCP Annual review meetings
- Report written for Governors

Improving Curriculum Access 2017-18

Target	Strategy	Outcomes	Timeframe	Resources
Staff are more effective in teaching and dealing with students who have specific learning disabilities	Staff are informed where to access information on students and associated strategies for support CPD delivery where appropriate	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Summer 2018	Time External training costs
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Spring 2018	Time

Improving Delivery of Written Information 2017 - 2018

Target	Strategy	Outcomes	Timeframe	Resources
Availability of written material in alternative formats	All written information provided digitally to allow text to speech etc	All school information is accessible	October	ICT/Web resources
Make available school prospectus, school newsletters and other information for parents in alternative formats.	All written information provided digitally to allow text to speech etc	All school information is accessible	September	ICT/Web resources
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Ongoing	