

Longcroft School and Sixth Form College



Equality Policy (including Accessibility Plan)



Effective Date	November 2019
Date Reviewed	
Date Due for Review	November 2022
Contact	Nikki Smith (School Business Manager)
Contact Number	01482 862171
Approved By	Adam Marham (Chair of Governors)

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Our Mission

As a community we embrace the values of Integrity and Respect. As an organisation we will be honest about ourselves as this will inform our pursuit of excellence. We will be honest with our students, their parents and the wider community. We will celebrate success appropriately and accept the challenge of righting what we get wrong. We treat all members of our school with respect at all times. We will model these values for our young people so that they embrace these values too. We will provide a safe and secure environment for all of our students and staff. Young people will learn how to recognise the warning signs of exploitation or radicalisation and know how to keep themselves safe. We want to release the creative talents of our staff so that each and every one of them can make a positive difference to the lives of our young people. Through the delivery of high quality training we will ensure that all of our staff will have the skills they need to realise their professional potential. In doing so our young people will receive teaching which is of the highest quality. Alongside this other staff will provide the best support services our students could wish for. Longcroft will be a thriving learning community.

Our students will be fully prepared for school every day. They will find their lessons accessible but will rise to the challenge to excel. They will be resilient and resourceful in their learning. They will work in highly effective ways with their staff and peers. They will constantly reflect on their learning and behaviour to ensure they make the most of their time at Longcroft. Our students will be curious about the brilliance of human endeavour and the wonders of the natural world. They will develop creative approaches to learning and demonstrate creativity in the problems they solve.

The curriculum will adapt to the changing national picture but more importantly to meet the needs and aspirations of our students. The taught curriculum will be complemented by a vibrant extra-curricular offer. Our young people will find the curriculum accessible, challenging and engaging. It will inspire curiosity and a commitment to lifelong learning. This combination will enable our young people to develop their character, knowledge and skills so that they can make a hugely positive contribution to their community and our wider society. After all, the young people who leave Longcroft will go on to be high achievers in their chosen field of employment or endeavour.

The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Longcroft School and Sixth Form College to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Definitions

Longcroft School and Sixth Form College recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

Direct discrimination – Treating someone less favourably because they have a protected characteristic

Discrimination by perception – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

Discrimination by association – Treating someone less favourably because they are associated with someone with a protected characteristic

Indirect discrimination – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

Harassment – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

Victimisation – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

Reasonable Adjustments

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Longcroft School and Sixth Form College is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Longcroft School and Sixth Form College will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety

requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

Accessibility Plan

Longcroft School and Sixth Form College aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out October 2019 by a members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

The 'general' equality duty

The general duty requires Longcroft School and Sixth Form College to have 'due regard', or think about the need to:

- 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
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it

All staff are responsible for having due regard for the three general equality aims.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Longcroft School and Sixth Form College is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The ‘specific duties’

The ‘specific duties’ require Longcroft School and Sixth Form College to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

Equality Objectives 2016-2020

As stated above, Longcroft School and Sixth Form College is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the ‘general’ equality duty. These objectives have been agreed with the Governing Body, of whom Adam Marham is the Chair. Our objectives are set out below:

1	Accessible services and partnerships
2	Equal and appropriate treatment in employment, training and recruitment opportunities

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Longcroft School and Sixth Form College and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	School website
Annual update towards the equality duty and equality objectives	✓	School website
Accessibility Plan (including annual progress update)	✓	School website
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	Equality information and objectives policy
School performance data e.g. attainment, absence/attendance	✓	Links on school website
Governing body minutes	No	
Anti-bullying policy	✓	School website
School development plan	No	
Equality training materials	No	
Parent and pupil surveys	No	
Non-confidential equality data regarding staff (if employ more than 150 people)	No	

School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Longcroft School and Sixth Form College Equality Policy.

References

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012

Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014

Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015

GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6

Appendix 1: Longcroft School and Sixth Form College Accessibility Plan 2019-2022

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until October 2022 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Longcroft School and Sixth Form College intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.

Accessibility Plan 2019-2022					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
All students can be fully engaged and participate in all areas of school life including teaching and learning and extra curriculum/enhancement activities	Ensure that all new disabled students to the school are assessed to fully understand their individual needs. Any requirement for new or additional resources are dealt with quickly.	Ongoing	Senco/SBM	As necessary	
As above	Where areas of the school are inaccessible, ensure that alternative arrangements are in place.	Ongoing	Senco/SBM	As necessary	
Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
All areas of the school site will be clearly marked and understandable for students or visitors with sight impairment or other similar disabilities	Renew all signage across the school.	After handover of new build (mid Nov)	SBM/Site Manager/Head teacher	Unknown	
Improved communication throughout the school	Investigate hearing loop system.	End of Dec	SBM		
Fire evacuation plan to take into account student or visitors with disabilities or impairments	Investigate visual fire alarm	End of Dec	SBM		

Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
All information, whether in the classroom or wider school is accessible to all	Ensure all communication, written or otherwise is available in a variety of formats. Liaise with school senco to ensure that individual students and/or their families can access information in their preferred format.	End of Dec	SBM/Senco		

Appendix 2: Longcroft School and Sixth Form College's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2018-19)

Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Longcroft School and Sixth Form College has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2018/19
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	Student behaviour is strictly monitored. Unacceptable behaviour is dealt with swiftly and efficiently. All staff have a shared understanding of the relevant issues and how best to deal with them.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Equal opportunities are available for all. The Governing Body is an equal opportunities employer and provider of teaching and learning. All staff play a key role in ensuring that provision does not give rise to unlawful discrimination of any kind.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	All employees of the Governing Body are expected to comply with the school values of promoting equality and diversity and treat colleagues and others in the school community with dignity and respect at all times.

Longcroft School and Sixth Form College collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Longcroft School and Sixth Form College and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Longcroft School and Sixth Form College's equality objectives for 2018/19.

Equality Objective	Progress in the last school year 2018/19
<p>Accessible services and partnerships</p>	<p>We have strong links to our local and wider community. Our services are accessible to all. The site is used extensively by community groups on evenings and weekends and we welcome regular visitors into school from the wider community.</p> <p>We have ensured that teaching and learning opportunities are accessible to all by looking at the individual needs of each of our students. We have helped students overcome difficulties experienced when accessing the curriculum, whether this is due to a specific learning difficulty, a medical problem or an emotional/behavioural need.</p>
<p>Equal and appropriate treatment in employment, training and recruitment opportunities</p>	<p>The school has adopted the following ERYC policies: Recruitment, Disciplinary Procedure, Attendance at Work Policy, Harassment & Bullying, Job share, Maternity, Paternity Leave, Redundancy Policy and Special Leave Policy.</p>