



## Endon High School Equality Duty and Accessibility Plan

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age
- disability
- race
- sex (including issues of transgender)
- maternity and pregnancy
- religion and belief
- sexual orientation

- marriage and civil partnership

### Section One: Equality Duty 2017-20

In advancing equality of opportunity:

- we aim to remove or minimise the disadvantages suffered by people due to their protected characteristics;
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

We will collect data related to the protected characteristics above and can analyse this data as required for:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- employment
- participation

We are mindful of using this data to inform our decision making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of students at Endon High School.

We aim to:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010 and for any complaint not resolved internally, use the Local Authority complaints procedure.

***Addressing Prejudice Related Incidents***

Endon High School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We aim to provide both our students and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. The school will keep a record of prejudice related incidents and report these to the Local Authority when requested.

***Responsibility***

We believe that promoting equality is the whole school's responsibility so will take account of the following:

School Community	Responsibility
Governing Body	Monitoring progress towards achieving equality objectives. Ratifying equality objectives.

Headteacher	As above, plus the setting of objectives, promoting key messages to staff, parents and learners about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including learner awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	Supporting the Headteacher as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Contributing to ensuring the right outcomes for learners. Upholding the commitment made to learners and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Support Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher on how learners and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the Headteacher on how students and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

## Equality Objectives

Objective	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Anticipated success indicators	Progress towards objectives
<p><b>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</b></p>	<p>Increase in pupils' participation, confidence and achievement levels</p>	<p>All staff- Led through PSHE curriculum (L4L sessions, assemblies, Flexible Learning Days)</p>	<p>On-going</p>	<p>Notable increase in participation and confidence of targeted groups</p>	<p>Workshops held for KS4 girls led by member of the wider police CSE team</p> <p>All students will take part in Learning for Life (L4L) sessions on the theme of "identity" where positive role models are used effectively. Lesson plans and resources are available for all staff on our VLE (Firefly) to ensure consistency of approach.</p> <p>LZ7 Illuminate Tour took place Feb 2017 to promote self esteem and anti bullying messages to all year groups.</p> <p>A range of public speakers from within the community are invited in to school to lead workshops and assemblies.</p>
<p><b>Ensure that displays in classrooms and corridors promote diversity in</b></p>	<p>Increase in pupil participation, confidence and positive identity – monitor through PSHE</p>	<p>Headteacher</p>	<p>Annually</p>	<p>Diversity is reflected in school displays across all year groups</p>	<p>A member of staff updates displays in corridors including enrichment opportunities which show the school's diversity. This also includes the L4L display board where information is</p>

<b>terms of race, gender and ethnicity.</b>					published regarding the key programme themes.
<b>Identify, respond and report prejudice-related incidents. Report the figures to the Governing body termly and Local Authority annually.</b>	Headteacher / Governing body will use the data to assess the impact of the school's response to incidents.	Headteacher / Governing body	Reporting: as per LA deadlines	Teaching staff/LT are aware of and respond to prejudice-related incidents as required.	Appropriate sanctions and communications have been put in place following any such incident. Governing Body is informed and Minutes provide evidence of information and discussion.
<b>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</b>	PSHE/L4L assessments/Assemblies/enrichment days	DTL PSHE, RE and LT	Published in Monthly newsletters	Increased awareness of different communities shown in PSHE assessments and enrichment day feedback	Visiting speakers assist in lessons and assemblies. On flexible learning days opportunities have been offered to students to take part in multi cultural dancing, cookery and fashion. Increased cross curricular opportunities have been implemented, eg Food Tech and RE preparing Jewish and Muslim foods relating to religious festivals.

### Section Two: Accessibility Plan 2017-2020

Endon High School was built in the 1930's and occupies a relatively small site adjacent to the A53. The school was originally built to accommodate significantly fewer pupils than it currently educates. The school cannot be enlarged. This is physically impossible owing to the very specific constraints of the school site, bounded as it is on three sides by residential housing and on the fourth by the busy A53 road. Since it was built, several additional teaching areas have been added which are specialist in purpose and fulfil a clear curriculum need (a Media Studio and a Music technology Suite). The overall capacity of the school in terms of common areas (the hall, corridors and play space) leads to the need to manage health and safety risks when large numbers are moving around the building and site. Corridors and entry/exit doors were built with far fewer in mind; corridors are narrow, staircases similarly narrow, and play and car parking space is acknowledged by the County to be considerably below recommended levels. We operate strict policies on the movement of vehicles on the site and attempt to limit access as far as possible. Pupils have no attached playing fields (ours are 7 minutes' walk along and across the very busy main road on which the school is situated.) The school provides a base for SEND pupils on individualised catch-up programmes (BAF mobile) including a disabled toilet and a separate "physio" room for pupils with physical disability. There are also designated disabled toilets and lift access to the upper floor of the main teaching block

as well as lift access to the ground floor of the Main hall block, which includes English classrooms, Music and PE. The school also has ramps to provide wheelchair access to entrances.

At our playing fields, there is a toilet block with accessible ramp and PE store for specific equipment to be stored as required.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

The Accessibility Plan operates alongside the following related policies, procedures and documents: School Development Plan, Equality Plan, Health and Safety Policy, Educational Visits, Behaviour Policy, Complaints Policy, SEND policy.

Under the Equality Act 2010 schools and local authorities have a general duty to improve the accessibility of schools for disabled students.

### **Definition of disability**

The Equality Act 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 Equality Act 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils at Endon High School are therefore included in this definition.

### **Disability and Special Educational Needs (SEND)**

Many children who have SEN will also be defined as having a disability under the Equality Act. It is likely that many of the pupils who have SEN and an Education Health Care Plan (EHCP)/Statement of Education or who are included in the SEND Register will count as disabled. However, not all children who are defined as disabled will have SEN. Similarly, not all children with SEN will be defined as having a disability under the Equality Act.

### **Aims and objectives:**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Includes established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>SEND staff are allocated to support disabled pupils in lessons and unstructured time. The SEND team has a wide range of experience and expertise in supporting disabled students. Lifts and ramps enable access to the majority of the school site as detailed above. Relevant staff training takes place for all staff, e.g. Autism, epilepsy, Anaphylaxis. SEND and other key staff receive specialist training eg use of "Evacee Chair" and Diabetes training. Medical care plans are in place. Outside agencies/advisers provide specialist knowledge and techniques for staff eg Autism Outreach. Classroom layout can be adapted for students with disability, e.g. Hearing Impaired to be sat near front. Advice and guidance for staff is published on our VLE including IEPs and SEND Passports as well as general information to support disabled students. All students have access to and participate in all practical and physical activities supported by our Inclusion Support staff and Assistant SENCo facilitators/Assistant SENCo. We provide a nurture group in Year 7 which allows students with weak literacy skills in particular to receive more focused support. We make sure that disabled students have support staff present, as required, for trips and visits.</p>	<p>Investigate and purchase as required, further software licences and ICT equipment including iPads which benefit disabled students.</p> <p>Modify iPads to suit the needs of individual students.</p> <p>Review day to day re-rooming processes to ensure physically disabled students' are suitably placed.</p>	<p>SENCo</p> <p>DC/AA</p> <p>DLa/JSa</p> <p>TR/DW</p>	<p>July 2018</p> <p>Easter 2018</p> <p>On-going</p>	<p>Students are better able to access learning resources.</p> <p>Students can access class and homework successfully.</p> <p>Re-rooming processes are efficient and avoid time loss from lessons.</p>

	<p>We have purchased in Sept 2016 the Dyslexia Learning Licence and in 2017 we purchased software programmes to assist in writing IEPs and provision mapping. Re-rooming on the timetable caters for needs of disabled students. We need to constantly review our procedures for day to day re-rooming needs, including during examinations.</p> <p>We provide 1 to 1 support for PD students on trips and book coaches with disabled access. Risk assessments/inspection visits are carried out before new trips to assess the access arrangements for PD students and the extent of support required.</p>	<p>Whole staff training (by external specialists) in the use of specialist equipment for a profoundly deaf student.</p>		<p>September 2017</p>	<p>Student is able to access the curriculum in a mainstream setting, as staff use the equipment and he is assisted with continued ISA support in lessons</p>
<p>Improve and maintain access to the physical environment</p>	<p>The site has been extensively adapted by installing lifts and ramps. Where a timetabled class is in one of the few areas upstairs that cannot be accessed, room changes are made for that class to be taught on a ground floor. There are outdoor seating areas in the quad which are adapted for wheelchair users. Disabled toilet/changing facilities and a physio room are provided. Designated disabled car parking is clearly marked on the main car park and the visitors' car park. School issues an EHS pass to parents who need to come onto site to pick up/drop off their disabled child. Taxis are arranged on site for some disabled children. We cater for disabilities in our transport arrangements including sports / PE coaches, including booking coaches adapted for disabled students. We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early, accompanied as required by support staff. All rooms have clear Health and Safety notices eg Fire Evacuation notices and procedures. We review our emergency evacuation procedures at least termly to ensure that physically disabled students are fully catered for. Trips and visits are planned for in advance</p>	<p>Repairs and maintenance of physio completed Summer 2017</p> <p>New outdoor seating area designed for break and lunch times.</p> <p>Re-painting of yellow step markings on outside areas as part of on-going maintenance plan</p> <p>Continue to seek LA support for a new reception area to</p>	<p>Site staff</p> <p>DLA</p> <p>Sites team</p> <p>AG</p>	<p>Summer 2017</p> <p>March 2018</p> <p>Summer 2018</p> <p>Awaiting decisions by Entrust and</p>	<p>The Physio room remains an attractive, fit for purpose facility for all users.</p> <p>Improved facilities for the student leisure time, within the constraints of the budget.</p> <p>The site remains safe for all students (especially VI and others with disability). No accidents/trips occur on steps.</p> <p>A purpose-built, safe and attractive entrance</p>

	<p>and approved using the EVOLVE system and an assessment is undertaken of the adaptations required for disabled students, including risk assessments as required. We aim to ensure that all students have the opportunity to participate in trips and visits, irrespective of disability. Staff receive the necessary training to teach and support students with disabilities, and we assess the training requirements for staff through the performance review process as well as when circumstances mean that there is a new training need. Our PSHE/L4L programme includes units that educate the whole school on diversity and disability. The BAF mobile contains a designated base for SEND students including those with disabilities, as required.</p> <p>We have purchased new furniture in the Physio/SEND room to create a more positive learning environment.</p> <p>Arrangements are made to assist students in the canteen at break and lunchtime. Review with student council any other ideas to support disabled students in the busy canteen.</p> <p>New specialist seating purchased for the dining room for selected disabled students.</p> <p>Our reception area is cramped and has no designated seating/waiting area. It is a poor environment for all users and especially for those who are disabled. This has been raised annually with LA Property Services and it is on the Entrust Development Plan.</p> <p>Medical room is very small and would not cater for a wheelchair. Our First aiders must treat disabled students in one of the SEND designated rooms.</p>	<p>include adequate space, seating, privacy etc and which is separate to the student entrance. To include a bigger and more appropriate medical room/facilities, suitable for disabled students including wheelchair users.</p> <p>Keep under review the cost of creating a ramp onto the side yard. (NB Costs have previously been prohibitive from within the school budget)</p> <p>Receive advice from consultant/professionals in order to purchase specialist seat and exam desk for Y11 student.</p>	<p>AG/DLa</p> <p>DW/AG/DLa</p>	<p>LA. Annual Autumn term meeting with Entrust property.</p> <p>During next financial year</p> <p>Easter 2018</p>	<p>area is built with separate student and visitor entrances and a fit for purpose medical room.</p> <p>Disabled students can access the side yard via a suitable ramp.</p> <p>Y11 student is able to concentrate and function better in exams due to appropriate furniture which helps alleviate problems caused by medical condition.</p>
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	Students with wheelchairs are currently unable to access the side yard due to the steps. However, PE make suitable alternative teaching arrangements.				
Improve the delivery of written information to pupils	<p>We adapt teaching resources to meet the needs of those with visual impairments or learning needs including those with dyslexic tendencies who need specialised coloured rulers and paper and particular fonts.</p> <p>If required we will provide information in large print for students and prospective students and parents who may have difficulty with standard forms of printed information.</p> <p>We can consider ways to improve access for students and parents with disabilities to written information, for example if requested we will provide material in user friendly forms, eg coloured paper for parents with dyslexia.</p>	<p>Monitor current school publications, eg prospectus, newsletters and information on Firefly and promote their availability in different formats as required.</p> <p>Consult VI students about ways to provide written information in a more accessible format.</p>	<p>AG/JSa</p> <p>SENCo</p>	<p>Summer 2018</p> <p>Summer 2018</p>	<p>Publications are accessible to all stakeholders in the appropriate formats.</p> <p>VI students and parents can access information fully.</p>

### Monitor and Review

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- Parents/Carers
- Headteacher and other relevant members of staff
- Governors
- External partners/agencies.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Date approved by the Governing Body – January 2018

Date to be reviewed by the Governing Body – January 2019