



Equality & Accessibility Policy

The Brook on Broadwaters

This policy has been developed through a process of consultation with the relevant Recognised Trade Unions and due to the complexities of this area of employment and education law, the Local Authority expects all Governing Bodies of Community and Voluntary Controlled schools to adopt this policy without amendment.

Should, exceptionally, a Governing Body seek to amend this recommended document or adopt an alternative procedure, the Governing Body must undertake formal consultation collectively with the Secretaries of the Recognised Trade Unions and confirm any amendments with the Local Authority via Haringey Schools HR

The Governing Body of The Brook Special Primary School adopted this policy on:

Date of adoption	September 2022
Date of next Review	Autumn Term 2023

CONTENTS

Section	Page No.
Introduction	3
Aims	3
Statutory Duties and the Legal Framework	4
Roles and Responsibilities	4 - 6
Accessibility Plans	6 - 10

1. Introduction

This policy is to set out the commitment of the Governing Body of The Brook Special Primary School to the principles of inclusive education and the responsibilities of the school leadership, whole staff and governors to ensure that all pupils, staff, parents/carers and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

The Brook Special Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents/carers. Educational Health Care Plans are made for those pupils who require bespoke provision.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

2. Aims

The aim of this policy is to ensure that our school is inclusive and that it reflects and informs our ethos and is embedded in the life of the school community.

We have high ambitions for all our pupils; we expect pupils with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

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

As a school, we promote the individuality of all our children, irrespective of differences such as: ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all our children every opportunity to achieve the highest of standards.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

As an employer, we must ensure that we comply with the requirements of the Equality Act 2010, which imposes a duty on @public authorities@ and bodies when exercising public functions to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

3. Statutory Duties and the Legal Framework

Equality Act 2010

The Equality Act 2010 brings together under one Act all the requirements regarding equality and discrimination. The Act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A key measure in the Equality Act is the Public Sector Equality Duty, which came into effect in April 2011. This states that in carrying out their functions, public bodies are required to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. These specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- to prepare and publish equality objectives.

Schools will then need to update their published information at least annually and to publish objectives at least once every four years.

Equality Objectives for the Brook Special Primary School

Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages we will regularly review the progress we are making to meet our equality objectives.

Objective	Targets	RAG
Parenting and parental involvement in children's learning and progression.	100 % of parents/carers attend Person Centred Review meetings	
	Uptake at parents' evening and workshops increases : 60% attendance at parents evening; 20% at workshops	
	Early years initiative to support parents on a termly basis is attended by 40% of non-working parents	
	5% families receives short term support from practitioner and target areas show improvement	
	Annual parental survey increases responses to 50%	
Support for those families who have children with extreme challenging behaviours	Wellbeing plans are created with parental input, for pupils identified as having severe challenging behaviours	
	Termly workshops / PBS meetings are held for parents with children with challenging behaviour and uptake exceeds 50% of eligible families	
	Consistent and bespoke systems are in place at school and home for each identified pupil to provide positive pathways	
	Weekly communication (by agreed method) takes place with parents about identified pupils wellbeing	
Continuous working with staff on the issues raised within the policy document especially around homophobia, transgender and identify (recent issues)	Termly CPD provided to all staff to discuss issues raised	
Inclusive placements across the BILC	Termly paired class inclusive sessions take place after collaboration from staff from both schools	
	At least four inclusive weekly placements take place within BILC – either Brook to Willow or Willow to Brook (as appropriate)	
Pupil Voice	Brook school council meets twice a term – once alone and one as BILC council	
	Pupil voice is evident in displays in classrooms and in corridors	
	Classroom observations and book scrutiny shows pupil voice evident (ie in choice making and self evaluation)	
Progression for pupils who have not met their expected targets especially the most able boys and the girls across all key stages	Deputy Head in conjunction with class teacher analyses the reasons for the lack of progress and shares this with team and parents	
	Intervention groups and 1:1 bespoke sessions take place for identified children	
	100% of children make at least expected progress	

4. Roles and Responsibilities

Role of the School Governing Body

- To delegate powers and responsibilities to the Headteacher to ensure all school staff, parents/carers and visitors to the school are aware of, and comply with, this policy
- To have responsibility for ensuring funding is in place to support this policy
- To have responsibility for ensuring policies are made available to parents/carers
- To nominate a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body
- To have responsibility for the effective implementation, monitoring and evaluation of this policy.
- To ensure that the school information and equality objectives are in line with statutory directives and published on the school website.

Role of the Headteacher

- To work closely with the Senior Leadership Team to ensure awareness and implementation of the policy, Scheme and Plan.
- To set standards; to actively promote the policy and to ensure compliance
- To work closely with key officers responsible for overseeing the premises, curriculum, communications, and training opportunities.
- To ensure that all school staff (including agency staff), pupils and parents/carers are made aware of, and comply with, this policy and undergo relevant training.
- To report to the Governing Body on the procedures in place for school staff (including agency staff) with disabilities.
- **In employment, to ensure that;**
 - Posts are properly advertised and all applicants are judged against explicit and fair criteria;
 - Applicants from all backgrounds are welcomed and posts are made available to all;
 - The best applicant who meets the criteria is offered the post
 - Reasonable adjustments are considered for applicants with disability to ensure that they are not disadvantaged but not treated more favourably than others;
 - All job description and adverts include a commitment to promoting equality and recognising and respecting diversity.
 - Opportunities for career progression and professional development are fair and accessible to all staff irrespective of their protected characteristics.
 - An atmosphere is created where the victims of any form of discrimination have confidence to report such behaviour, and that they feel positively supported.
- To inform the Governing Body about the training programme for school staff.
- To monitor the effectiveness of this policy
- To monitor the effectiveness of the Disability Accessibility Plan for Pupils.
- To annually report to the Governing Body on the success and development of this policy.

- To help pupils to recognise, understand and learn how to treat people with disabilities by;
 - Identifying different kinds of disabilities;
 - Visualising what it might feel like to be disabled;
 - Supporting and interacting with disabled people;
 - Empathising.
- Ensuring good lines of communication are in place with parents namely:
 - School Newsletters.
 - Regular information letters.
 - Website.
 - Annual pupil reports.
 - Termly parent-teacher meetings.
 - Curriculum evenings.
- Identifying what needs to be done to improve our programme of extracurricular activities that will be to the benefit of our disabled pupils.

Role of School Employees

- To be aware of the policy and the expectations
- To comply with, and actively promote, the school's policy
- To value the diversity of individuals and never discriminate, bully or harass any on any grounds.
- To ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views.
- To undertake mandatory and any other relevant equalities training as and when required.
- To be aware of how to report any witnessed breach of the policy.

Role of Premises/Site Managers

- To undertake a needs analysis that will identify what improvements to the school building plus other issues that need to be considered.
- To identify what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides.
- To identify what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that the school offers.
- To annually review the Disability Accessibility Plan

Schools Human Resources Team

- To provide training on equalities and diversity in employment and guidance on changes to legislation
- To provide learning and development initiatives to help deliver agreed equalities aims and objectives
- To consult headteachers and staff on employment issues and provide mechanism to feedback e.g. staff Attitude Surveys and Focus groups
- To advise headteachers on reasonable adjustments for disabled employees and Access to Work
- To support headteachers when investigating matters through the formal stages of the employment procedures.

Role of Pupils

- Pupils will be aware of and comply with this policy.

Role of Parents/carers

- To be made aware of this policy.
- To work closely with the school.
- To monitor the Effectiveness of the Policy and know how to report any shortcomings.

5. Accessibility Plans

Schools need to carry out accessibility planning. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Schools must implement accessibility plans, which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

CONTEXT

At **The Brook Special Primary School**, corridors and door frames are wide and allow for wheelchair access. In addition the school site has

- Ramps/doors/rails to all areas
- Ceiling tracking/hoists/slings
- Manual handling resources
- Flexible environment which can be used for whole school, small group activities
- Classrooms for the whole range of needs individually designed for those groups eg ASD classes and PMLD classes
- Accommodation for storage of equipment for pupils with complex needs
- Disabled toilets and changing facilities for pupils and staff
- Accessible signage and wayfaring
- Display/décor for pupils with visual impairment
- Acoustic systems for hearing impaired pupils and others to reduce environmental noise
- Emergency/evacuation procedures
- CCTV and security throughout the school and grounds
- Grounds work/pathways and play equipment
- Multisensory soft play room
- Specialist dark room for visual stimulation
- HE and Art, Design & Technology bases
- Dance and Music studios
- Library and ICT suite
- Augmentative communication via technology so that each student has complete access to the whole curriculum via switches or other aids.
- Play therapy room
- Sensory and sound gardens

- Market garden
- Hydrotherapy pool
- Assembly/sports/dining hall with specialist light and sound facilities
- Trampoline for rebound therapy
- Adapted minibuses
- Accessible/adapted toilets/changing areas with plinths and hoists
- Specialist individual equipment for pupils ordered by Physiotherapist, Speech and Language Therapists, Occupational and Dietary Therapists
- All classrooms have computers/interactive whiteboards with appropriate switches, software and internet access

Many pupils at the school have personal priority needs which are central to their learning and quality of life. Some pupils have therapeutic needs or require paramedical care. Provision for these needs is a legitimate and essential element of the curriculum and needs to be planned for. This provision enhances individual pupils' readiness to learn in many ways, for example by:

- Positioning pupils so that they learn effectively
- Helping pupils to maintain good posture, appropriate muscle tone and ease of movement, and encouraging the development, refinement or maintenance of skills in independent mobility
- Helping pupils to manage eating and drinking, or allowing time for pupils to be tube fed so they are physically well and ready to learn.
- Promoting relaxation and support to help pupils manage stress and anxiety
- Providing soothing treatments for painful conditions to ensure pupils' health and well-being
- Promoting pupils' autonomy and independence through the use of specialist aids and equipment
- Developing pupils' self esteem
- Providing individual support programmes to help pupils manage difficult behaviours and emotions
- Providing structured communication programmes
- Allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood
- Our pupils with Autistic Spectrum Disorder (ASD) may benefit from other teaching methods such as TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) and Attention Autism where appropriate.

Accessibility Plan

Objectives are categorised according to the three aspects:

a) Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum. (See below)

B. Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled. (See below)

C. Improving 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 offered by the School.

Aspect	Target(s)	Strategies	Outcomes	Timeframe(s)	Goals achieved
A	<p>As required for implementation of the Code, to ensure appropriate accommodations are in place for pupils with SEND (and other barriers to learning) attending the school, informed (in planning and review procedures) including:</p> <ul style="list-style-type: none"> • Identifying pupils with SEND • Raising awareness amongst staff (see below) • Introducing appropriate reasonable adjustments, as required (see below) • Introducing appropriate access arrangements, as required (see below). 				

A	Headteacher or relevant school officer to play a greater role in the identification of and support for pupils with SEND during the Admissions' Process				
A	Continue to raise staff awareness, through the provision of professional development, of their and the School's duties towards pupils with SEND				
A	Improve provision of information to staff leading activities, trips and visits regarding pupils with SEND.				
A	Improve curriculum planning in light of feedback from staff and pupils' needs.				
B	To continue to enhance access to Admissions' information for prospective pupils and parents.				
B	To approaches to improve the availability of written / visual information in alternative formats.				
B	To ensure exam scripts are accessible to all pupils				
C	Improve access for pupils with reduced mobility to The Brook Special Primary School and School Trips				
	Over time, improve access for pupils with reduced mobility to areas of the school as identified				

	in the xxxxxx Access Audit (e.g. xxxxxx) and to other areas where access is restricted				
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Document Control

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