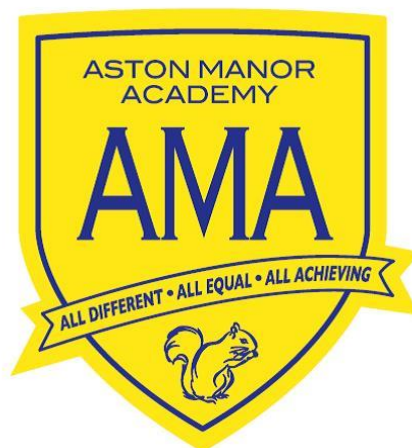


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

EQUALITY SCHEME AND DISABILITY ACCESSIBILITY PLAN

Review Date: July 2017
To be Reviewed: July 2020
Agreed: Full Trust Board
Policy Lead: Sandra Coleman

EQUALITY SCHEME AND DISABILITY ACCESSIBILITY PLAN

1. OVERVIEW

Equitas Academies Trust works hard to ensure that the culture and ethos of the Trust are such that, whatever the abilities and needs of members of each school community, everyone is equally valued and treated with respect. This Trust provides students with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA), this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

The Trust believes: *'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.'* (Equality Act 2010)

The Trust has a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

The Trust believes it is our duty to prepare and publish a disability equality scheme that will outline accessibility to each Academy premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for Trust personnel and students which result in improved outcomes for disabled students, parents/carers and Trust personnel in all aspects of school life.

The Trust is proud of the ethos of support, collaboration and respect for one another. The Trust strives to create a safe caring environment for all students to experience success, happiness and excellence. All Trust users will benefit from the disability equality scheme as it will allow them to take full benefit of the opportunities that this Trust offers.

The Trust is committed to providing as fully accessible environment as possible, given the restraints of each building. It values and includes all students, Trust personnel, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Each Academy within the Trust has in place an Accessibility Action Plan designed to increase the accessibility of provision for all students, staff and visitors to each Academy within the Trust.

Both Academies work closely with the School Council / Student Voice and hear their views and opinions. The Trust acknowledges and supports Article 12 of the United Nations

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Convention on the Rights of the Child that children should be encouraged to form and to express their views.

2. AIMS

- To ensure that all Trust personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the each Academy premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for students, prospective students and adult users with a disability.
- To work with other schools to share good practice in order to improve this policy.

3. RESPONSIBILITY FOR THE POLICY AND PROCEDURE

Role of the Trust Board

The Trust Board has:

- delegated powers and responsibilities to the Local Advisory Committee;
- delegated powers and responsibilities to the Local Headteachers to ensure all Trust personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled students in our admissions and exclusions, and provision of education and associated services;
 - treat disabled students less favourably;
 - take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parent's right to confidentiality;
- the responsibility of providing all students with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual students;
- the responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges;
 - responding to student's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individual and groups of students.
- responsibility for ensuring that the Trust complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

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Role of the Headteacher

The Headteacher will:

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Trust Board, devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- ensure all Trust personnel, students and parents are aware of and comply with this policy;
- report to the Trust Board on the procedures in place for Trust personnel with disabilities;
- monitor the effectiveness of the Disability Accessibility Plan for Students;

Role of the Senior Leadership Team of each Academy within the Trust

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the progress and development of this policy;

Role of the Trust Personnel

Trust personnel will:

- comply with all aspects of this policy;
- implement the Trust's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect.

Role of the Students

Students will:

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct (Rules, Expectations and Procedures) and guidance necessary to ensure the smooth running of the Academy;
- liaise with the school council;
- take part in questionnaires and surveys/focus groups.

Role of the Parents/Carers

Parents/carers will:

- be asked to take part in periodic surveys conducted by the Trust;
- support the school Code of Conduct (Rules, Expectations and Procedures) and guidance necessary to ensure smooth running of the Trust

4. TRAINING

The Trust ensures all personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all Trust personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Date of next Review: July 2020

ACCESSIBILITY PLAN

2017 – 2020

INTRODUCTION

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect in law has not changed in that, “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

The Department for Education (DfE) stipulates that schools must have an Accessibility Plan to comply with the act.

As a school or academy we must

- Carry out accessibility planning, removing barriers for all disabled pupils.
- Ensure that disabled pupils can access and participate fully in the curriculum.

Improve the physical environment of our schools (within the limits of the buildings and outside facilities) to enable disabled students to take full of advantage of education and facilities.

- Improve the availability of accessible information for disabled pupils.

Additionally, the Public Sector Equality Duty (PSED) requires all schools to:

- Eliminate discrimination which is unlawful
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities and encourage independence for our disabled pupils to help them prepare for adulthood.

It is a requirement that our schools’ Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The following is an action plan outlining how the schools will address the priorities identified in the plan.

ACTION PLAN –*this plan should be read in conjunction with and alongside the Trust’s Equal Opportunities and SEN policies.*

Because of the nature of our academies buildings and the environment (inner-city industrial) we have limitations that cannot be addressed; for instance Aston Manor’s building is 3 storeys high and despite our best efforts, it is not possible for a lift to be installed, so, unfortunately we are only able to welcome wheelchair users in our new 6th Form facility.

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Reasonable Adjustments

It is our duty and our practice to make reasonable adjustments for all members of the trust's community. Where any resource or activity in school places a disabled person at a disadvantage compared to others then we will take all possible steps to avoid that disadvantage. If an activity is not accessible by a disabled pupil then we will provide a different activity wherever possible.

How will we know our provisions work?

We will review, revise and refine the impact of provisions we put in place regularly with pupils, staff, external agencies and families. We will do this through regular observations, termly reviews and assessments to monitor outcomes.

How will we monitor progress?

As well as information and pupil data contained in the Provision Map and on individual Learning Plans, we will also evaluate:

Attendance data

Behaviour/rewards data

Academic tracking including marking scrutiny

Exam success

Ability and willingness to participate in the life of the school

Ability to access special needs resources, eg Inhaler or Diabetes monitor

Post 16 placement

Parental evaluation sought at Annual Reviews and Parents evenings.

Accessibility Plan

School Name Chilwell Croft Academy and Aston Manor Academy (Equitas Trust)
Dates: From: JUNE 2017 **To:** JUNE 2020 (3years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve the progress and participation for pupils with sensory and physical needs	C, E,	Painting/marketing the outdoor steps – both sites	SC, TR	Paint Drying time	Steps highlighted	August 2017
	C, E,	Review staff training for medical needs with regard to external trips/residentials – Aston Manor Academy	SC	Moving Forward Day, other training day	Staff plan ahead considering all pupil needs so that all pupils can access all trips/residentials.	July 2017
	C, E	Consider exploring adjustable height furniture for pupils with Physical Difficulties AMA	SC	Information about what is available and how appropriate it is.	Collection of information.	July 2017
	C, E	Explore possible development of medical room in Aston Manor Academy	SC, HR, TR, JSW	Movement of photocopier and conversion of room to accommodate appropriate furniture/resources.	Medical room available for use for pupils with Diabetes and others.	August 2017
	C, E,	Explore possible long term replacement of IWB with TV screens -	ICT	Finance		

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	C, E, I				ICT Manager has explored this and found costs prohibitive for 2017/2018	From May 2017 – May 2018
		Ongoing staff awareness raising according to individual needs of 'vulnerable pupils'.	SC HoDs	Hall to house all staff, Computer and screen to view. SC/HoDs to lead and answer questions. Exams – small room/classroom made available on request. Scribe, WP, reader organised through Inclusion Dept./Exam Boards.	SENCo liaises with students and Exams Manager	Ongoing
	C, E, I				Ongoing weekly awareness raising, rotating vulnerable pupils throughout the year.	Ongoing
					One annual presentation for all school including incoming Year 7 every September.	Sept 2017
		Ensure clear signage throughout AM – discuss with Site Manager	SC and site Manager	New more durable signs made and fixed permanently to doors.	Signs displayed in all languages used in school as well as widget symbols.	Ongoing from July 2017
To improve the progress and participation for pupils with Cognition and Learning needs	C, E, I	Continuing to support staff for Quality First Teaching – what tried, what works, what else?	LC at Chilwell Croft. Teaching & Learning manager at AMA	Training days, individual observations and support.	Quality First Teaching embedded at AMA – support ongoing. Quality First Teaching – ongoing training required at Chilwell Croft.	Ongoing
	C, I				Pupil has some sort of	Ongoing

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	C, E, I	Implement the Dyslexia Pathway for identified pupils - Aston Manor	SC	Time and space booked for PSS Teacher. Pupil removed from lesson and class teacher informed. Finance.	diagnosis/understanding of his condition. AMA provide resources/ICT to support in exams and for the future.	May to July 2017
	C	Continue to improve the homework club in Aston Manor Academy.	SC, SM, GL	Explore possibility of Maths and English lessons provided by Homework Club Staff. More resources available. Finance.	Questionnaire for pupils using the club. New resources available.	June 2017
		Lexia programme (Literacy)– implement within the classroom environment and as a home activity – Chilwell Croft	LC/ Senco	Families made aware of website they can access at home.	Parents informed by newsletter and PTA coffee mornings.	June/ July 2017
To improve the progress and participation for pupils with communication and interaction needs	C, E I	Review of level 1 ASD training for all staff –both sites	SC LC and CAT	Training day/twilight time. Hall. CAT team to present.	Training delivered and improves staff awareness/practice	Autumn term 2017
	C, E I	Level 2 ASD training for inclusion staff – both sites	SC LC and CAT	Training day/twilight time. Room. CAT team to present.	Training delivered and improves staff awareness/practice.	September 2017 – March 2018
	C, E, I	Ongoing specific involvement of CAT team with identified pupils	SC LC and CAT	Time for CAT worker and room booked. Pupil removed from lesson and teacher informed. Or home		

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	C, I			visit takes place.	Pupil receives appropriate support/resources.	Ongoing
		Review/discuss whether there is a need for a Level 3 Lead across the Trust	SC/ CAT worker	Time during Cat team visit.	Parents attend outside training sessions as appropriate.	Ongoing
To improve the progress and participation for pupils with social, emotional and mental health needs	C, E, I	Continued work with Eps to support group work and individual pupils around stress and anxiety, self-harm, social interaction difficulties/self-esteem and Decision Making	DB, ST (both schools)	Time. Room booked. Pupils removed from lessons and class teachers informed. Rock climbing sessions for Decision Making groups. Parent permission sought. Staff Finance	Pupils attend sessions either individually or in groups. Opportunity to talk is provided. Advice to parents. Advice to SENCo Decision Making group attend rock climbing sessions. Some pupils benefit by improved awareness and understanding of their situation	Ongoing
	C, E, I				Pupils attend sessions and gain awareness/understanding of social situations and how to deal with them.	Ongoing
	C, E, I	FRIENDS/ FRIENDS FOR LIFE groups to focus on anxiety and social interaction issues both sites across the Trust	SC	Time, room booked, resources. Parent permission sought		Autumn

	C, E, I				Decision made	Term 2017
		Consider the implementation of the Wellbeing Toolkit	LC and SC, JSW	Evaluation and analysis of suitability for our pupils		
	C, E, I	Development of Forest School in Chilwell – pilot initially with group of vulnerable pupils – with view to rolling out across school for identified pupils				
		Working with COBS	SHU	Time, room booked. Pupils removed from lessons and teachers informed. Parental permission obtained.		
					COBS see pupils once a week to provide understanding of behaviours and strategies to support successful school life.	
						Ongoing

This plan is a suggested format only and can be adapted to suit individual school