



### No. 37 Hayes School Equal Opportunities and Accessibility Policy

#### 1. Introduction

Hayes School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

#### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) which introduced the public sector equality duty and protects people from discrimination and [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives. It also meets the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

#### 3. Equal Opportunities

At Hayes School, we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

Our Equal Opportunities Policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

- We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background (prohibited by the Equality Act 2010)
- We foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's point of view, we aim to promote positive social attitudes, and respect for all.

#### **4. Roles and responsibilities**

##### **The governing board will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every three years.
- Delegate daily responsibility for monitoring the achievement of the objectives to the Headteacher.

##### **The equality link governor is Nigel Williams. They will:**

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

##### **The Headteacher will:**

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

##### **The designated member of staff for equality is Debbie Torpey. They will:**

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher in identifying staff training needs and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

#### **Parents and Carers**

Parents and carers are very important to the life of the school and they have much to contribute to Equal Opportunities Policies; their views are welcomed and valued at all times. It is important that all parents and carers support our Equal Opportunities Policy and practice.

Parents and carers are reminded of the Home-School Agreement, which is signed by all parents and carers, by all pupils and by the Headteacher on admission. This sets out their

responsibility to support all school policies that are designed to support, and include, all pupils.

The school will discuss with parents and carers any incidents of personal abuse in which their daughters and/or sons have been involved and will seek their support in dealing with the incident.

If parents/carers are aware of incidents of personal abuse or discrimination they should contact the Headteacher or Deputy Headteacher. They must always allow the school to deal with such incidents rather than taking the law into their own hands, and attempting to deal directly with the (alleged) perpetrator or their parents or carers.

### **Staff and Governors**

Staff and Governors will treat each other and all pupils, parents and carers with respect. Disrespect for any individual will never be ignored or tolerated. Staff will ensure that pupils (and other staff) feel safe and free to learn by following our Anti-Bullying Policy and Code of Conduct. They make sure pupils get to know each other by working and learning together in the classroom.

Staff will be fully supported and trained to meet the needs of pupils in their care. The needs of pupils with severe behaviour and emotional needs will have an equal entitlement to additional help and resources as those with severe learning and/or physical needs.

Policies, displays, notices, meals and uniform in the school will reflect the entire pupil population in terms of ethnicity, language, race, gender, sexuality and disability. Positive images of pupils will be used to illustrate the school's commitment to inclusion and equal opportunities. Teachers will examine resources and will challenge negative images and give all pupils positive images with which to identify.

Any forms of harassment and bullying amongst staff will not be tolerated and should be reported immediately to the Headteacher or Chair of governors.

## **5. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive information about the Equality Act as part of their induction, and all staff receive refresher training annually. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **6. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

**In fulfilling this aspect of the duty, the school will:**

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **7. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health, relationships and economic (PSHRE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **8. Equality considerations in decision-making**

Hayes school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 9. Equality objectives

Objective	Impact	Planned Actions to achieve the objective.
To ensure pupils in vulnerable groups (e.g. SEND / Pupil Premium) make the same rates of progress as other pupils.	Class teachers to monitor Prior Attainment of all pupils and monitor to ensure making expected progress. Share with SLT in termly Impact meetings.	Reviewing pupil progress and attainment for groups (e.g. individual schools, boys vs girls, Pupil Premium, SEN and Children in Care). Through Assessment meetings Identify children not making expected progress and plan, deliver and monitor intervention to support progress: <ul style="list-style-type: none"> <li>• 1:1 and group reading intervention</li> <li>• Additional reading and maths intervention</li> <li>• Small group phonics intervention</li> <li>• Social &amp; Communication groups</li> <li>• Small group writing intervention.</li> <li>• Homework tailored to meet needs.</li> </ul>
To ensure that the school environment is as accessible as possible to all children, staff, parents and visitors.	SLT to monitor in consultation with site manager and governors	Please refer to the Accessibility Plan on page 8 for full details.
To introduce a rolling programme of focused activities promoting equality and tackling negative language associated with differences.	Our school is a welcoming community – embracing all who join it. Enhancement and enrichments weeks/days planned and delivered A recorded reduction in the use of negative language in regards to those protected groups	<ul style="list-style-type: none"> <li>• Addressed through inset sessions.</li> <li>• Materials / posters sourced to display around the school environment.</li> <li>• Access external visitors to support a clear and consistent message.</li> <li>• Display positive information about SEND in the main areas of school.</li> </ul>
To deliver a broad and balanced curriculum.	Provide opportunities for all pupils to achieve the highest standards of education, using specialist programmes and dedicated resources to support pupils who need it the most.	We will deliver a programme of assemblies, outside visitors, residentials and education trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics. Receiving reports from the Headteacher,, SLT and SENCO.
To raise levels of parental and pupil engagement in learning and school life, across all activities including regular	We will aim to raise aspirations among children and parents and raise awareness of career options for all	Taking advice from relevant parties such as our HR provider and Torbay Admissions team.

attendance to ensure equity and fairness in access and engagement.	children, challenging gender stereotypes.	Monitoring parental engagement and attendance.
--	---	--

## 10. Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request from the school office.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

### 10.1 Improving the Physical Environment of the School

This plan covers improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets, washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils

The provision of a special piece of equipment or extra assistance will be made through the SEN framework and/or through the planning duty which applies to schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

The plan also covers increasing the extent to which disabled pupils can participate in schools' curriculums. This will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools are expected to plan to progressively improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

## **10.2 Improving the delivery of information to pupils with disabilities**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils - such as hand-outs, timetables, textbooks, information about school events - available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Hayes School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training

## **10.3 Actions to ensure equality for pupils with disabilities**

We shall undertake a disability audit and as a result of the audit, we shall:

- write an action plan which includes targets
- make the policy and targets known to all teaching and ancillary staff, pupils and parents
- monitor the success of the plan
- the Plan will be reviewed annually by Governors.

The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities). The school will when and if necessary set up a working party to monitor and further develop good practice.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 11. Monitoring arrangements

This document will be reviewed by the Full Governing Body every 3 years, but may be reviewed and updated more frequently if necessary. The Governing Body will update the equality information we publish, described in section 8 above, at least every year.

## 5. Links with other policies

This policy is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement
- Special educational needs (SEN) information report
- Supporting Pupils with Medical Conditions
- Teaching and Learning
- Behaviour Policy
- Admissions policy/criteria
- School improvement plan
- Policy for school trips and excursions
- Exclusions

**Useful telephone numbers:**

Disability Rights Commission 0207 828 7022

Equality Advisory Support Service: Phone: 0808 800 0082 Textphone: 0808 800 0084

Open: 9am to 8pm Monday to Friday; 10am to 4pm Saturday & closed Sundays and Bank Holidays

Post: FREEPOST Equality Advisory Support Service FPN4431

DfES Publications 0845 60 222 60

Ofsted Publications 0300 123 1231

Standards and Teaching Agency (STA) 0300 303 3013



### 3. Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>Short, medium &amp; long-term objectives</i>	Actions to be taken	Led By	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Ensure all children who need them have plans in place, agreed with families.	Monitor progress of students in line with targets/objectives.  ISP targets reviewed and monitored half - termly.	DT	Half - termly	Increase in percentage of children achieving ISP targets, for reading, writing and maths.
Improve and maintain access to the physical environment	<i>Our school environment is adapted to the needs of pupils as required. This includes:</i> <ul style="list-style-type: none"> <li><i>Ramps</i></li> <li><i>Elevators</i></li> <li><i>Corridor width</i></li> <li><i>Disabled parking bays</i></li> <li><i>Disabled toilets and changing facilities</i></li> </ul>	Gradual adjustments to the buildings to accommodate different needs, as they are identified.	Regularly review school facilities to ensure pupils are able to access the environment. No issues with accessibility. 3 accessible toilets at ground floor level.	DT	Termly	Children with specific needs / disabilities have full access to the physical environment.

	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> </ul>		Changing facilities are appropriate.			
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li><i>Internal signage</i></li> <li><i>Large print resources</i></li> <li><i>Braille</i></li> <li><i>Induction loops</i></li> <li><i>Pictorial or symbolic representations</i></li> </ul>	Ensure that information is accessible to all children.	Review of the school environment to check information is accessible.	DT	Termly	Range of communication methods used to enable children with additional needs / disabilities are able to access information.
Improve communication with parents	<i>Continuing nurturing of Parents' Forum and development of interviews for parents and community members focused on inclusion needs.</i>	Parents' Forum meet regularly to support good communications between the school and parents.		DT EE	Termly meetings	Parents' views reflected in policy and practice
Develop Staff Training	<i>Continuing staff training (in line with SEF) re: bullying, FGM, SEN/Inclusion and Prevent Agenda</i>			DT CF PW MCH	Ongoing	
Ensure pupils with medical needs are supported	<i>Continuing staff training to ensure needs are met.</i>	Ensure pupils have the opportunity for physio as and when needed within school	Monitor progress of those students in line with the school's termly meetings, Also, hold reviews with relevant medical staff (physiotherapists,	DT AC	Termly	Children with medical needs are able to access the full curriculum.

			Occupational Therapists etc)			

## Appendix 1: Accessibility audit

The table below reports on the assessment of the school features as part of an audit of the school's physical environment.

Feature	Description	Actions to be taken	Person responsible / completion dates
No. of storeys	1 storey pupil areas 2 storeys management block	No action. Lift available where there are steps between levels on ground floor	JD
Corridor access	Free access	Stair lifts link corridors	JD
Lifts		Only stair lift which covers 5 steps	JD
Parking bays	Accessible		JD
Entrances	Accessible	Reception area access to be reviewed for wheelchair use	JD
Ramps	Available externally and stairs between floors with lift internally		JD
Toilets	Accessible		JD
Reception area	Accessible	Accessible doors and ramp	JD
Internal signage	Up to date	Reviewed annually	JD
Emergency escape routes		Reviewed annually	JD

### Whole School Accessibility Planning Checklist

Checklist to comply with the requirements for the school's Accessibility Plan - Have you:

- Involved disabled stakeholders in meaningful engagement/consultation to produce, monitor and annually review your Accessibility Plan (include pupils, all staff, governors, parents, visitors to school e.g. other professionals, support services, council officials and people from the wider local community)?
- Collected accurate, up-to-date data of the disabled population of the school and community?
- Analysed this data in terms of admissions, pupil achievement and exclusions?
- Analysed this data in terms of the recruitment, retention and career development of disabled staff?
- Considered how the Accessibility Plan objectives pay due regard to the 3 aims of the General Equality Duty and form part of the strategic planning of the school?
- Ensured each objective has a named person to lead it, is adequately resourced and has a clearly defined timescale?
- Set up a timetable to monitor the Plan, report on progress and revise every 3 years.
- Published the Plan in a range of formats and made it available to all interested parties?

**Equality Information from October 2022 Census**

No. on roll at January Census = 404

**Information on pupils by protected characteristics****Disability**

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

<b>Number of pupils with disabilities:</b>	<b>68</b>
--	-----------

**Pupils on roll by their first language**

Language Code	Description	Number of Pupils
ARA	Arabic	2
BUL	Bulgarian	2
CHI	Chinese	1
ENG	English	373
GRE	Greek	1
LIT	Lithuanian	1
LTV	Latvian	1
POL	Polish	10
POR	Portuguese	1
PRS	Persian/Farsi	3
SLO	Slovak	2
SPA	Spanish	3
TUR	Turkish	4

**Table 11: Pupils on roll with SEN provision**

SEN Provision	Number of pupils	Percentage of school population
SEN Provision - education, health and care plan (code E)	10	1.8
SEN Provision - SEN support (code K)	79	15.2
Total number of pupils with SEN (codes E, and K)	89	17
No special educational needs (code N)	315	82.9
Total pupils on roll	404	

<b>Ethnicity &amp; Race</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Asian/Asian British	1	1	2	Mixed heritage			
Bangladeshi heritage				White & Asian	1	3	4
Indian heritage				White & Black African	0	2	2
Pakistani heritage				White & Black Caribbean	1	2	3
Other Asian heritage				Other mixed heritage	1	1	2
<b>Black or Black British</b>				<b>White</b>	191	169	360
Black African heritage	1	0	1	British heritage			
Caribbean heritage	1	1	2	Irish heritage			
Other Black heritage				Gypsy/Romany/ Traveller of Irish Heritage			
				White European	13	5	18
Any Other Ethnic Group	1	2	3	Other white heritage	2	3	5
Information withheld				Information not yet obtained			2

<b>Gender</b>	<b>No.</b>	<b>%</b>
Male	215	51.5
Female	189	48.5

<b>Religion and Belief</b>			
Buddhist	1	Muslim	12
Christian	46	No religion	315
Hindu		Other religion	4
Jewish		Unknown	26

<b>Pupils with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of students who speak English as an additional language	25	18	43	5.7
Number of students who are at an early stage of English language acquisition	<5	<5	<5	0.4

<b>Pupils from low income households</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of students currently eligible for free school meals	88	77	165	35.3

<b>Looked After Children (LAC)</b>	
Total across all year groups	3

<b>Young Carers</b>	
Total across all year groups	0

<b>Other vulnerable groups</b>	
Total across all year groups	

