

Netherhall School

An Ambitious, Caring Community



EQUALITY ACT 2010

Including Accessibility Plan

Information and Objectives

Adopted by Netherhall School Governing Body

On: 22 September 2021

Signed:  **(Neil Watt, Chair of Governors)**

Date by which the procedure was last reviewed: October 2022

Anticipated review date: September 2022

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service provider: We try to ensure that everyone is treated fairly and with respect.

We want to make sure that our school is a safe, secure and stimulating place for everyone.

We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.

We recognise that for some pupils extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics.

We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils, parents and carers.

We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

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We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects

Staff with responsibility for Equality: All Staff at Netherhall School

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School Governor with overview of Equality Neil Watt

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **749**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of "protected characteristics". Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

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.'

Number of pupils with disabilities: Unspecified

There are pupils at our school with different types of disabilities:

- ADD/ADHD
- ASD
- Hearing impaired
- Visually impaired
- Moderate learning difficulty
- Severe learning difficulty
- Medical conditions

| Pupil Special Educational Needs (SEN) Provision | | |
|--|---------------|----------|
| | Number | % |
| No Special Education Need | 678 | 91 |
| SEN support (K) | 52 | 7 |
| Statement/Education Health Care Plan | 15 | 2 |

| Ethnicity and race | | | | | | | |
|-------------------------------|-------------|--------------|--------------|-------------------------------|-------------|--------------|--------------|
| | Boys | Girls | Total | | Boys | Girls | Total |
| Asian or Asian British | | | | Mixed | | | |
| Bangladeshi heritage | | | | Other mixed heritage | 2 | 4 | 6 |
| Indian heritage | | | | White and Asian | 1 | | 1 |
| Other Asian heritage | | | | White and Black African | | | |
| Pakistani heritage | | | | White and Black Caribbean | | 1 | 1 |
| Black or Black British | | | | Any Other Ethnic Group | 2 | | 2 |
| Ghanaian heritage | | | | White | | | |
| Nigerian heritage | | | | British heritage | | | |
| Somali heritage | | | | Irish heritage | | | |
| Caribbean heritage | | | | White Other | 9 | 6 | 15 |
| Other Black heritage | | | | Gypsy/Roma | | | |
| Chinese | | | | Traveller of Irish heritage | | 1 | 1 |

| | | | |
|-----------------------------|--|-------------------------------------|--|
| Information withheld | | Information not yet obtained | |
|-----------------------------|--|-------------------------------------|--|

| Gender (Number of Pupils) | |
|----------------------------------|-----|
| Male | 396 |
| Female | 353 |

| Pregnancy and maternity (Number of Pupils) | |
|---|---|
| Pupils who are pregnant | 0 |
| Pupils who have recently given birth | 0 |

Religion and Belief

We do not collect data on pupils' religion and belief. As a multi-faith school, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others. However, as a multi faith school, we recognise that people of religion and belief may experience discrimination and harassment.

Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| Pupils with English as an additional language (EAL) | | | | |
|--|---------------|---------------|---------------|-----------------|
| | Boys | Girls | Total | % SCHOOL |
| Number of pupils who speak English as an additional language | 12 OUT OF 396 | 11 OUT OF 353 | 23 OUT OF 749 | 3 |
| Number of pupils who are at an early stage of English language acquisition | | | | |

| Pupils from low-income backgrounds | | | | |
|---|-------------|--------------|--------------|-------------------------------|
| | Boys | Girls | Total | % of school population |
| Number of pupils eligible for free school meals | 115 | 127 | 242 | 32 |

| Children who are Looked After (Number of Pupils) | |
|---|---|
| Key Stage 3 | 3 |
| Key Stage 4 | 5 |
| Post-16 | 0 |

| Young Carers (Number of Pupils) | |
|--|---|
| Key Stage 3 | 5 |
| Key Stage 4 | 3 |
| Post-16 | 0 |

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us or visit our website, if you require further information and would like to see copies of any of our school policies.

- As a school, we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body has had training on the Equality Act 2010.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a Staff Code of Conduct which addresses issues about being respectful and professional behaviour to all staff and pupils. These are also contained within the Professional Standards of Teachers.
- We have a School Behaviour Policy that ensures all pupils are both rewarded and sanctioned appropriately, and is viewed fairly and positively by the staff and pupils alike.
- Within the Behaviour Policy we have a bullying section and deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying, peer on peer abuse, prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We promote anti-bullying week each year to give it high profile within the school community. We carry out surveys on bullying issues e.g. homophobia. We also support pupils who are being bullied in order to rectify the situation and help those students succeed in school.
- We have a curriculum provision that is highly positive, offering memorable experiences and many enrichment opportunities that contribute very well to pupils' spiritual, moral, social and cultural development and fundamental British values. Notably, staff work extremely hard to ensure that the student option process is primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that pupils may have.
- We have clear procedures for dealing with staff discipline.
- Our Grievance Policy and procedure clearly sets out clear guidance for staff who wish to make formal complaints.
- Our Equal Opportunity Policy – covers the school's employees (permanent, temporary, casual, part time and those on fixed term contracts), job applicants and to individuals such as agency staff and consultants, and volunteers who are not employees but who work at the school. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. We organise individual pupil transition between lessons and at break/lunchtimes and, where possible, timetabling of classes on the ground floor for pupils with reduced mobility.
- Our Admission Policy adheres to the guidelines as set by the Local Authority and is strictly followed.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.
- We have a Special Educational Needs Policy that outlines the provision the school makes for pupils with special educational needs. We work endeavour to offer all pupils access to the national curriculum, to teaching, and to assessment that is appropriate to their aptitude, attainment and any special need they might have. The policy was devised in light of the revised 2014 Code of Practice for the Identification and Assessment of Special Educational Needs.
- The school has an Online Policy that takes all online safety issues very seriously.
- Through assemblies and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently, "Acceptable- Use" policies are signed and adhered to by all pupils and staff.
- Through our RSE and HE, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.
- We have a comprehensive curriculum that addresses SMSC and FBV mainly through the teaching of RE, Guidance and RSE and HE, pupils are encouraged to think about the world in which they live. Pupils are encouraged to broaden their understanding of others beliefs, cultures and faiths.
- We have a vibrant and well-represented student council body that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and immediate environment. The school council is strong and articulate, contributing to whole school decision making with pupils.

- We are developing a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult.
- We understand that attendance plays an integral part in pupils' achievement at school. Thus, through our Attendance Policy, we investigate any discrepancies that may occur and address inequalities appropriately.

Under the Equality Act 2010, we are required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities. **Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

How we advance equality of opportunity:

- We support (disabled) learners by meeting their individual needs e.g. we provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, Individual Programmes of Study are devised to address pupils' learning needs and to enable access to mainstream curriculum e.g. through adapted resources, multi-sensory learning programmes for pupils with specific learning difficulties, highly differentiated work for pupils working at P levels – NC2, etc.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils, through our use of learning support assistants e.g. a team of LSAs and we support pupils in class in order to promote access to the curriculum.
- We provide additional support for those with disabilities as well as other learning support department staff.
- Textbooks and teacher hand-outs are adapted (re-typed and enlarged) for students with visual impairment. Specialised laptops with magnifying capabilities.
- We involve disabled learners and their families in the changes and improvements we make. We consult them on issues affecting them, rather than relying on people acting on their behalf e.g. parental and pupil views are included in the statutory annual review documentation. Pupils have the opportunity to identify strategies/resources/staff which help them get on better and identify areas where they still require support.
- We carry out an accessibility plan for disabled pupils e.g. provision of alternative ways of recording information for pupils with poor motor skills and specific learning difficulties.
- We support disabled pupils' participation in the more physically challenging areas of the curriculum.
- In PE, disabled learners are supported with differentiated lessons and varying assigned roles depending on the level of their disability. Inclusion is encouraged and learners are supported within mainstream PE lessons through differentiation and reasonable adjustments.

How we foster good relations and promote community cohesion:

- The work that has been done to develop high aspirations and a culture of success in the school also contributes to pupils' SMSC and FBV development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life.
- We continue to develop a curriculum that supports all pupils to understand, respect and value difference and diversity through using a variety of training opportunities.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our RSE and HE programme.
- We ensure that the curriculum has positive images of disabled people. e.g. positive images are displayed. When appropriate, we use awareness as a tool for tackling bullying or harassment in the cases of special education needs or disability e.g. in circle time or conflict resolution meetings, these are discussed.
- We tackle prejudice and any incidents of bullying based on disability.

What has been the impact of our activities? What do we plan to do next?

- Pupils with EHCPs consistently achieve.
- Parental feedback and relationships with the learning support department are very positive.
- There has been successful inclusion of all SEN pupils into mainstream classes.
- There has been a positive reaction from main school staff to INSET/training/support provided by the Learning Support team.
- We continue to work closely with all departments to enhance differentiation.
- Differentiated teaching and curriculum.
- Good relationships with primary feeder schools ensuring a smooth transition of SEN pupils.
- Bespoke transition for pupils.

Appendix 1. Accessibility Plan

The school's Accessibility Plan is a requirement of the wider Disability Equality Scheme. which in turn is part of our Single Equality Plan. The Disability Equality Scheme includes the following at its heart:-

- As well as students it includes disabled staff, parents, carers and others
- The involvement of a disabled person is a requirement
- The gathering of information is a requirement

The governing body is required to plan to increase access to education for disabled students in 3 ways, outlined in an Accessibility Plan

- Increase the extent to which disabled students can participate in the school curriculum (including extra-curricular activities)
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The plan has to be resourced, implemented, reviewed and revised and reported on annually and contributes to three duties:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students.

Netherhall School Accessibility Plan

Introduction

Netherhall School is committed to providing a full, inclusive curriculum for all students and for all students to feel valued. We want all our students to achieve their full potential academically, emotionally, physically and spiritually.

In particular the Governing Body recognises its responsibility under the Disability Discrimination Act (DDA) and the amendments by the SEN and Disability Act 2001 to cover Education. This prevents discrimination against people with disabilities in their access to education.

The Governing Body recognises its duty under the DDA (Part 4):

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students so they are not at a substantial disadvantage
- To publish an Accessibility Plan to increase access to education for disabled students.

The plan has three interlinked elements required by the planning duties in the DDA:

1. Increasing the extent to which disabled students can participate in the school curriculum by:
 - Providing for all students a curriculum which is appropriate to their needs
 - Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:
 - Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments)
 - Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.
3. Improving the provision of information in a range of formats for disabled students and their parents/carers by:
 - Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address our priorities

IMPROVING ACCESS TO THE CURRICULUM

(Increasing the extent to which disabled students can participate in the school curriculum NB: This must be read in conjunction with other policies: Teaching and Learning, Inclusion, Equal Opportunities)

| Content- Short Term | Process | Staff Involved | Impact | Timescale |
|--|---|---------------------------------|--|-----------|
| Continue to improve differentiation in lessons to ensure inclusion of all learners through high quality teaching | Through teaching and learning. | RMS SENCo All staff | A curriculum which is more inclusive for all students Schemes of Work reflect differentiation Staff feel more confident in differentiating for all Students with SEND achieve expected progress | Ongoing |
| Improve classroom experiences for students with visual and hearing impairment | All staff receive training from Specialist teachers Liaise with the local authority regarding needs of individual students | All SENco | All staff aware and using differentiated approaches All equipment in place in line with needs of student | Ongoing |
| Increase staff skills, knowledge and expertise in Autistic Spectrum Condition | Staff training, in class support and advice from Specialist teacher Update information on pupils circulated to all staff | SENCo Specialist Teacher-ASC | All staff aware of common features of ASC and how to support students within their classes or at social times | Ongoing |
| Increase staff skills, knowledge and expertise in Dyslexia and associated difficulties | Produce a 'Guide to Dyslexia friendly Classrooms' | SENCo | All staff aware of features of dyslexia and how to support students within the classroom | |
| Content- Medium Term | Process | Staff Involved | Impact | Timescale |
| | | | | |
| | | | | |
| | | | | |
| Content- Long Term | Process | Staff Involved | Impact | Timescale |
| | | | | |

IMPROVEMENTS TO THE ENVIRONMENT

(Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services)

| Content- Short Term | Process | Staff Involved | Impact | Timescale |
|---|---|------------------------|---------------------------------------|---------------|
| Improve environment for visually and hearing impaired learners | Local authority advice on adaptations required. | Site Manager SENCo | Environment improved | Ongoing |
| Ensure students with physical difficulties have easy access to classrooms | Timetabling of ground floor rooms where possible Handrails maintained on stairs Ramps maintained Local authority advice as and when required | SENCo Site team | Physical access improved | Ongoing |
| Audit of all classrooms to check they are accessible and DDA compliant | As and when required | SLT, HODs Site team | Physical access improved for learners | When required |
| Content- Medium Term | Process | Staff Involved | Impact | Timescale |
| | | | | |
| Content- Long Term | Process | Staff Involved | Impact | Timescale |

IMPROVING PROVISION OF INFORMATION

(Improving the delivery to disabled students of information which is provided in writing for students who are not disabled)

| Content- Short Term | Process | Staff Involved | Impact | Timescale |
|---|---|--|--|-----------|
| To improve communication with disabled students/ users; ensuring that all written material is available in alternative format | <ol style="list-style-type: none"> 1. to ensure the school website is clear, simple and easy to use for all users 2. to ensure parents and students have wider access to information in a variety of formats 3. all school publications (and website) to denote availability in alternative formats available on request 4. to determine through the LA, the mechanics for converting information into alternative format | Website manager, Admin staff manager, HODs SENCo | Information for disabled students and adults is improved | Ongoing |
| Improve access to website for users with visual impairment | Website manager to investigate improvements | Web site manager | Website has high visibility version available | |
| Content- Medium Term | Process | Staff Involved | Impact | Timescale |
| | | | | |
| Content- Long Term | Process | Staff Involved | Impact | Timescale |
| | | | | |