



Equality Policy/Accessibility Plan

2015-2018

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Equality Policy Statement

Kepier is committed to pursuing non-discriminatory policies and practices providing an environment in which there is equality of opportunity for members of its community. Kepier recognises its role in creating a climate which supports equality, diversity and opportunity and is opposed to any form of discrimination, bullying or harassment.

This policy has been developed with due regard to the Equality Act 2010 (appendix 1).

Kepier takes positive action, both as an employer and as a provider of education and training; promoting equality of opportunity to all its learners and staff in respect of:

- Access to and participation in education and training.
- The curriculum.
- The School Environment
- Engagement with the community.
- Resources.
- Support Systems.
- Staff recruitment and promotion.
- Staff training and development.
- Promoting and fostering a climate of high self esteem, respect for others and commitment to maximise personal potential.



Kepier will promote equality and diversity in its activities and strategies in a variety of ways:

- Communication to ensure awareness of this policy among
 - Staff
 - Learners
 - Potential staff and learners
 - Governors
 - Other stakeholders
 - The public

- Opportunities for staff, learners, external clients and others working in partnership with the school to influence the policy and implementation.

- Staff induction and development opportunities to promote ownership and awareness and enhance or embed good practice.

This policy will be reviewed annually and new objectives set at least every 4 years (see plan).

Objective 1: Continue to develop EAL provision.

Objective 2: Ensure the new build is fully compliant with statutory equality guidelines

This policy should be read in conjunction with other school documents including:

Accessibility Plan (included)

Alternative Provision Policy – ‘Believe’

Off-site provision Policy

Special Educational Needs Policy

Child Protection Policy
Children in Care Policy
Teaching and Learning Policy
Behaviour management Policy
Anti-bullying policy
Pupil Premium impact statement
Staff Code of Conduct
Information pack for prospective employees

Accessibility Plan

The Equality Act 2010 provides a single consolidated source of discrimination law thereby replacing all existing equality legislation with regard to the Disability Discrimination Act 1995 (DDA). The effect of this law is the same as it has been in the past for disabled learners meaning that as an academy we cannot unlawfully discriminate against learners because of their disability.

Reasonable Adjustments

The duty to make reasonable adjustments applies only to disabled people:

- Where something we do in the academy places a disabled learner at a disadvantage compared to other learners, we must take reasonable steps to try and avoid the disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled learner when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the learner faces in comparison to non-disabled learners.



This plan sets out the proposals of the Governing Body of the academy to provide quality access to education for disabled learners in the following three areas as outlined in the guidance from the DfE:

Aims:

- To increase the extent to which disabled learners can participate in the academy curriculum.
- To improve and maintain the physical environment of the academy to enable disabled learners to take better advantage of education, benefits, facilities and services provided.
- To improve the delivery of written information to disabled learners

Whilst the original academy site and buildings of Kepier were not designed with disability requirements in mind the academy does make appropriate and realistic attempts to accommodate learners and staff with disabilities as part of our inclusive approach. The academy also aims to ensure that the new build will be compliant with all statutory guidelines

Definition of Disability

The Equality Act (2010) 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'.

Key Objective

To reduce and eliminate barriers of access to the curriculum and to full participation in the academy community for those with a disability; staff, learners and prospective learners.

Purpose and direction: vision and values

Inclusion at Kepier is about providing equality and instilling excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. Equality applies to all members of the academy community, learners, parents, staff, governors and other stakeholders. Our academy community aims to be a



partnership of all our stakeholders to enable all our young people to:

- become successful learners who enjoy learning, make progress and achieve;
- be confident individuals who are able to live a safe, healthy and fulfilling life;
- be active and responsible citizens who make a positive contribution to the wellbeing of present and future generations.

Kepier aims to;

- ensure that all learners are fully involved in academy life by identifying barriers to participation and finding practical solutions to overcome these barriers;
- raise the confidence of staff and support staff when teaching or aiding a wide range of disabled learners and develop sensitivity and expertise in approaching their specific need;
- develop strong collaborative relationships with learners and parents/carers and to provide the most suitable provision;
- regularly review and evaluate standards of attainment for disabled learners;
- promote equality of opportunity and positive attitudes towards disabled persons;
- train all staff to ensure learners have equal access to education.

Kepier aims to have a whole academy approach to disability. It is the responsibility of every member of staff to reduce barriers to learning for disabled learners.

Kepier is committed to providing a friendly, safe environment in which learners can learn in a secure atmosphere. Learners are actively encouraged to respect themselves and their abilities, as well as the needs and abilities of others and their learning environment, in order to promote self-esteem and high attainment.

Inclusion at Kepier

Kepier has an experienced inclusion team lead by senior staff who work with stakeholders and relevant agencies to ensure the well-being and progression for all our learning community. The department promotes a positive climate in which all learners are entitled to equality of opportunity regardless of need. The department operates an equal access policy and endeavours to provide opportunities for learners to reach their full potential regardless of learning difficulties, disabilities, social, gender, cultural, racial, linguistic or religious differences. The use of cross curricular support ensures the inclusion of these learners into the whole curriculum and the wider life of the academy in line with whole academy policy.

We understand that the definition of disability is broad and includes a diverse range of learners. People will be substantially affected by their disability in one of the following ways:

- Mobility.
- Physical co-ordination.
- Manual dexterity.
- Continence.
- Ability to lift, carry or otherwise move everyday objects.
- Speech, hearing or eyesight.
- Memory or ability to learn, concentrate or understand.
- Perception of risk or physical danger.

Communication

Kepier has an open door policy and welcomes views from all stakeholders. We actively and regularly seek the views of parents/carers and learners through questionnaires completed during consultation days. Pastoral staff are in regular contact with parents and communicate their comments to Senior Leaders.

As part of our equal opportunities development we are required to ensure that the academy is accessible to all and that we offer appropriate methods of communication to all. The academy has an extensive data base of learners with disability and appropriate action is taken to ensure their needs are catered for.



Senior Leaders, the Pastoral Team and Inclusion Department ensure a smooth transition from KS2-KS3, KS3-KS4 and KS4-KS5.

The Inclusion Department seeks parent/carer and learner views when conducting annual reviews.

Increasing the extent to which disabled learners can participate in the academy curriculum

Social Emotional and Mental Health difficulties (SEMH)

The academy has clear Behaviour Management, Anti-bullying and Inclusion policies and promotes positive and consistent strategies to manage learner behaviour. The curriculum is able to offer access to small group/individual work and a flexible pattern of attendance for particularly emotionally vulnerable learners where behaviour has become an issue. Pastoral support, in addition to the academy pastoral system includes Key Workers, and the SENCo.

The academy has a specialist inclusion department. The aim of the department is to develop an holistic approach to inclusion which is learner driven. The individual needs of all those learners who fall into the inclusion categories will be catered for.

Kepier endeavours to provide quality learning for learners with SEMH through an onsite vulnerable provision (A4A) and an on-site behaviour provision (Believe). These provisions match learner needs to an appropriate curriculum, as well as emotional support and the development of social skills.

Learning Difficulties (LD)

Staff and Learning Support Assistants (LSA's) are regularly trained in supporting learners with a LD through an extensive inset training programme. The SENCo and other SEND staff regularly attend up to date training and information about individual learners is available in the form of Individual Support Plans (ISPs) on the central ICT system for all staff to access and the Special Educational Needs (SEND) bulletin is issued to all staff and is revised and redistributed termly. Group IEPs have been developed to include strategies which can be used by staff to support learners with specific needs in lessons.

Each learner on the Code of Practice (COP) who has an Educational Health Care Plan (EHCP) has a key worker (LSA) who acts as a mentor and reviews their progress every 3-4 weeks. Every learner

on the COP receives an annual review with SENCo and an individual consultation evening with their subject teachers.

The Fast Track group has been developed to improve literacy and numeracy skills in KS3. These lessons are targeted at the weakest learners in Y7 and Y8. These learners do not attend modern foreign languages lessons.

A GCSE+ group for a few learners in Year 10 and 11 has been developed to develop their literacy and numeracy skills. These learners do not attend two option blocks; instead attend the GCSE+ group, which is led by the SEN HLTA.

In addition, whole school, thematic approach to lessons will allow us to address key literacy, numeracy and science skills.

Autistic Spectrum Disorder, Communication and Language, and Sensory Difficulties

(a) Autistic Spectrum Disorders (ASD)

The academy has trained a member of staff (SENCo) who can advise on classroom based strategies. A copy of "Autistic spectrum Disorders - Good Practice Guidance" from the DFE is available in the academy and guidance, incorporating information from this document, is issued to Curriculum Leaders (by the SENCo) Lessons incorporate visually orientated teaching, including ICT resources. All staff are regularly trained through an extensive inset training programme to support learners with ASD. We also work very closely with parents/carers and the Autism Outreach Team for advice and referrals.

One of our LSA's has completed training in Autistic Spectrum Disorders. This LSA will work closely with our Autistic learners. The SENCo is to liaise with primary schools and work with the Autism Outreach Team, regarding the needs of autistic learners who will be transferring to Kepier.

(b) Communication and Language difficulties

One teacher and several support staff have received additional training in communication and language. Referrals to the Speech and Language Therapy service (S.A.L.T.) and the Learning Support Service are through the single referral system. Any additional requirements are addressed through ISPs, and differentiation during lessons. SALT staff regularly liaise with the SENCo to address individual needs. Any up-dated information is disseminated to staff if it concerns a specific individual learner or to the group IEP if it would support learners with SLCN whole school.

With the increase in the number of learners who have English as an Additional Language, the



SENCo is to undergo training in a relevant and accredited course. This will allow her to disseminate information to the rest of the department and develop an induction programme to support our EAL learners. Staff will be trained on best practice strategies to support an EAL learner.

(c) Sensory Difficulties (Hearing and Visual Impairment - HI, VI)

Quiet areas are available for assessment and discussion. A learner's individual needs are identified via ISPs and resources are adapted to suit their needs. Specific individual difficulties are addressed via the single referral system. Staff have been trained in supporting learners with HI or VI.

Communication with primary schools to assist in the KS2-3 process, has become more robust and relevant information and learner strategies for learners with HI or VI are shared. Strong links are maintained with the Sensory Difficulty Team based at SandHill View School.

Improving the physical environment of the academy to increase the extent to which disabled learners can take advantage of education and associated services:

Physical Difficulty (PD)

The academy will continue to improve the accessibility for learners with physical disabilities by continuing to integrate physical adaptations for disabled learners within the overall maintenance requirements of the buildings but is compliant in the following respects;

- ramped access to at least one entrance/exit of each academy building;
- handrails and/or banisters to all stairs;
- good access to essential areas such as classrooms, dining area and playground;
- designated toilet facilities with access for disabled learners;
- disabled parking;

The academy will continue to monitor the potential intake of learners who have physical disabilities and liaise with parents who may wish their child to attend the academy.

Hearing Impairment (HI)

Kepier is compliant with the following criteria required for basic HI or have access to via Mike Stansfields Team based at Oxclose School);

- a quiet area for assessment and staff discussion;
- disability awareness training;
- in service training by an HI specialist (as required) that would include HI awareness;
- availability of leaflets provided by HI support service for use by learners and parents;
- appropriate basic signing skills.

Visual Impairment (VI)

Kepier will continue to improve the accessibility for learners with visual impairment by continuing to integrate physical adaptations for disabled learners with the overall maintenance requirements of the buildings.

Criteria required for basic VI with which we are compliant;

- a quiet area for assessment and staff discussion;
 - to understand the physical requirements of an individual visually impaired learner;
 - staff disability awareness training;
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- adequate resources to provide large print information from photocopiers and computers;
 - information provided for all children is made available to the visually impaired child taking into consideration the child's age and abilities;
 - consultation with parents, learners and the Visual Impairment Team (Peter Nord) to assess the preferred methods of communication;

Improving the delivery to disabled learners of information that is provided in writing for learners who are not disabled:

The academy responds to any reasonable request to provide information in different formats. In



particular we ensure that any written material, used in school with VI learners, is produced in a format specific to them eg enlarging examination papers. We have also developed our VLE and our new website to provide ease of access to information which parents/carers may require.

Management, coordination and implementation of the plan

The Governing Body take responsibility for the plan and its implementation.

The accessibility plan applies for 3 years and is subject to regular monitoring, evaluation and review, alongside other relevant policies.

The plan will be reviewed and revised annually and the Vice Principal with responsibility for personal development and welfare will work in conjunction with the relevant staff to up-date documentation and report to the Principal and Governing Body when necessary.

Availability of Kepier's Accessibility Plan

The academy makes its accessibility plan available in the following ways:

- the plan will be posted on the academy website.
- hard copies will be available from the academy office if requested.
- the plan will be available in the staff documents on the VLE.
- any reasonable request for the plan in different formats will be given consideration.

Appendix 1

EQUALITY ACT 2010

Introduction

The Equality Act 2010 (the Act) provides a single, consolidated source of discrimination law replacing the three existing general and specific duties on schools (race, disability and gender). It simplifies the law, removing inconsistencies and making it easier for people to understand and therefore, be compliant. It also strengthens the law in important ways, to help tackle discrimination and inequality.

The Equality Duty

A key measure in the Act is the Public Sector Equality Duty (PSED) which ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. Kepier - An Academy is a public body.

The Equality Duty is a duty on us as a public body to ensure that we consider the needs of all individuals in their day to day work; in shaping policy, in delivering services, and in relation to our own learners and employees.

The Equality Duty supports good decision-making; it encourages us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet differing needs. By understanding the effect of our activities on different people, we are better placed to deliver policies and services that are appropriate, efficient and effective.

The Equality Duty replaces the three previous public sector equality duties for race, disability and gender. It now covers the following protected characteristics:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Gender
- Sexual orientation (inc LGBTQ) See appendix

The Equality Duty has three aims. It requires us to have due regard of the need to;

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- 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.

As a public body, in any decision making process, we need to consciously address the three aims of the Equality Duty to ensure there is no disadvantage to any individual within the establishment with regard to discrimination, equality of opportunity and good relations. There is no explicit requirement to refer to the Equality Duty in recording the process of consideration, but keeping a record of how decisions were reached will help us to demonstrate that we have considered the aims of the Equality Duty.

Specific Duties

The Equality Duty is supported by specific duties which require us to publish relevant, proportionate information demonstrating our compliance with the Equality Duty; and to set ourselves specific, measurable equality objectives.

The specific duties require us to:

- publish information to show compliance with the Equality Duty, at least annually;
- set and publish at least one equality objective, at least every four years.

Published Information

The following documents provide evidence of compliance with the Equality Duty:

Accessibility Plan

Alternate Education Policy – ‘Believe’

Off- site provision Policy

Special Educational Needs Policy

Child Protection Policy

Children in Care Policy

Teaching and Learning Policy

Behaviour management Policy

Anti-bullying policy

Pupil Premium impact statement

Staff Code of Conduct

Information pack for prospective employees



Kepler
Believe in you

Appendix

Sexual Orientation

A person's emotional, romantic and or sexual attraction to another person.



Gender Identity

A person's internal sense of their own gender, whether male, female, or something else.

Sex

Either of the two main characteristics (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions; sometimes used interchangeably with 'gender' to mean 'male' or 'female'

Homosexual

This might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

Bisexual

Refers to a person who has an emotional and/or sexual orientation towards more than one gender.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This may encompass one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary.

Questioning

The process of exploring your own or sexual orientation and/or gender.

Non-binary

An umbrella term for a person who does not identify as male or female.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female; can identify as male, female or non-binary.

A transsexual person

A term used in the past as a more medical term to refer to someone who transitioned to live



in the 'opposite' gender to the one assigned at birth. This term is still used by some, although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to live in the gender they identify as. For each individual this will involve different things. For some it involves medical intervention, such as hormone therapy and surgeries but not all trans people want or are able to have this treatment. It might also involve things like telling family and friends, dressing differently and changing official documents.

Coming Out

This refers to when a person first tells someone, others about their identity as lesbian, gay, bisexual or trans.