



The Denbigh Alliance

Equality and Diversity (including Accessibility Plan)

Draft September 2020

Contents

1.0	Scope.....	3
2.0	Aims	3
3.0	Policy Statement	3
4.0	Legislation and Guidance	3
5.0	Roles and responsibilities	3
6.0	Eliminating Discrimination and other conduct that is prohibited	5
7.0	Advancing equality of opportunity.....	5
8.0	Foster good relations	5
9.0	Equality Objectives.....	6
10.0	Equality considerations in decision-making and developing policies	6
11.0	Implementation, Monitoring and Evaluation	6
	Equalities Objectives Action Plan	6
	School Accessibility Plan	1
1.0	Introduction.....	1
2.0	Ethos towards Disability and Equality	1
3.0	Definitions	1
4.0	Accessibility Plan	1
4.3	Focus Areas of Accessibility Plan (2020 – 2024)	2
5.0	The Denbigh Alliance Accessibility Plan 2020-2024	3

1.0 Scope

- 1.1 This Policy for The Denbigh Alliance brings together all previous policies, schemes and action plans around equality and diversity. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or devalue any individuals within our community. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments.
- 1.2 Our Equality and Diversity Policy is inclusive of our whole school community, students, employee's, volunteers, parents/carers, applicants, governors, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

2.0 Aims

- 2.1 The Trust aims to meet its obligations under the public sector equality duty by having due regard for the need to;
- 2.1.1 Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- 2.1.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- 2.1.3 Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

3.0 Policy Statement

- 3.1 The Trust acknowledges and welcomes diversity among students, employees and visitors. We do not discriminate against anyone on the grounds of their gender, race, age, religion, nationality, sexual orientation and disability.
- 3.2 We want all members of the Trusts community to feel a sense of belonging within the Trust and the wider community and to feel they are respected, valued and feel able to participate fully in school life. We respect religious beliefs and practices. No form of intimidation, bullying or harassment will be tolerated.
- 3.3 Training, development and progression opportunities are available for all staff.
- 3.4 We ensure that all recruitment, employment, promotion and training policies and procedures are fair to all and provide opportunities for everyone to achieve.
- 3.5 We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and improve delivery of information.
- 3.6 This policy is fully supported by our Members, Trustees, Governors and senior managers and has been agreed with trade unions.

4.0 Legislation and Guidance

- 4.1 This document meets the requirements under the following legislation:
- 4.1.1 The Equality Act 2010 which introduced the public sector equality duty and protects people from discrimination.
- 4.1.2 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.

5.0 Roles and responsibilities

- 5.1 We expect all members of the school community and visitors to support our commitment to Promoting equalities and meeting the requirements of the Equality Act 2010. We will provide training, guidance and information to enable them to do this.

- 5.2 Our Directors/Trustees will ensure that they satisfy themselves that the Trust is fully compliant with its equality duties and will request further information from school Leadership Teams where they require reassurance.
- 5.3 The Local Governing Body will;
 - 5.3.1 Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to employees, students and parents/carers and that they are reviewed and updated at least once every four years;
 - 5.3.2 Ensure that the school complies with legislation and that all procedures relating to this legislation are implemented.
 - 5.3.3 Keep the school's commitment to aspects of the Equality Act 2010 under review, for example, standards, curriculum, admissions, exclusions, personnel, issues and the school environment.
 - 5.3.4 Ensure that objectives arising from the policy are part of individual School Improvement Plans (SIP).
 - 5.3.5 Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Heads of Schools/Headteachers.
 - 5.3.6 Support the headteacher in implementing any actions necessary.
- 5.4 The Head of School/Headteacher and their Leadership team will;
 - 5.4.1 Promote knowledge and understanding of the equality objectives amongst staff and Students;
 - 5.4.2 Monitor success in achieving the objectives and report back to Governors at least Annually.
 - 5.4.3 Have responsibility for supporting other staff in implementing this Policy.
 - 5.4.4 Provide a lead in the dissemination of information relating to the Policy.
 - 5.4.5 With the Headteacher, provide advice/support in dealing with any incidents/issues. assist in implementing reviews of this policy as detailed in the SIP.
 - 5.4.6 Engage with parents and partner agencies about the policy.
- 5.5 The designated member of staff for equality within each school will;
 - 5.5.1 Support the Head of School/Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students;
 - 5.5.2 Support the Head of School/Headteacher in implementing this policy, implementing any actions, identifying any staff training needs and to arrange appropriate training with the HR Department.
- 5.6 Other school staff will;
 - 5.6.1 Promote an inclusive and collaborative ethos in their classroom;
 - 5.6.2 Challenge prejudice and discrimination;
 - 5.6.3 Deal fairly and professionally with any prejudice-related incidents that may occur;
 - 5.6.4 Plan and deliver a curriculum that reflect the school and Trusts principals;
 - 5.6.5 Maintain the highest expectations of success for all students;
 - 5.6.6 Support different groups of students through differentiated planning and teaching;
 - 5.6.7 Identify and respond to equality and diversity staff development needs;
 - 5.6.8 Support individual needs and circumstances of staff so they can perform effectively;
 - 5.6.9 Keep up to date with equalities legislation and our policy and how it relates to them.
 - 5.6.10 Ensure the Trusts equality and vision and scheme are communicated to potential Employee and new staff through the recruitment and induction process.

- 5.7 Our students will;
- 5.7.1 Treat all members of our community with dignity and respect for their rights and beliefs;
 - 5.7.2 Challenge or report incidents of discrimination and bullying;
 - 5.7.3 Respond positively and inclusively to individual differences;
 - 5.7.4 Be encouraged to actively support our approach;
 - 5.7.5 Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
 - 5.7.6 Be expected to act in accordance with the Policy.

- 5.8 Our parents/carers will:
- 5.8.1 Be given accessible opportunities to become involved in the development of the Policy.
 - 5.8.2 Have access to the Policy through a range of different media appropriate to their requirements.
 - 5.8.3 Be encouraged to actively support the Policy.
 - 5.8.4 Be encouraged to attend any relevant meetings and activities related to the Policy.

6.0 Eliminating Discrimination and other conduct that is prohibited

- 6.1 The Trust is aware of its obligations and complies with non-discrimination provisions. Where relevant our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 6.2 Members, Trustees, Governors and employees are regularly reminded of their responsibilities under the Equality Act, for example during meetings.
- 6.3 New employees are made aware of their responsibilities as part of their induction and all staff receive refresher training annually.
- 6.4 Our schools have a designated member of staff for monitoring equality matters. They regularly liaise with Governors and senior leaders to make them aware of any matters as appropriate.
- 6.5 Our Trust ensures there is no less favourable treatment for people and there are no factors that give rise to discrimination.

7.0 Advancing equality of opportunity

- 7.1 As set out in DfE guidance the Trust aims to advance equality of opportunity by;
- 7.1.1 Removing or minimising disadvantages experienced by people which are connected to a particular characteristic they have.
 - 7.1.2 Taking steps to meet the particular needs of people who have a particular characteristic.
 - 7.1.3 Encouraging people who have a particular characteristic to participate fully in any activities.

8.0 Foster good relations

- 8.1 The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by;
- 8.1.1 Promoting tolerance and understanding between people.
 - 8.1.2 Speaking openly about relevant issues and inviting external speakers to contribute;
 - 8.1.3 Working with our communities.
 - 8.1.4 Encouraging and implementing initiatives to deal with tensions, matters that arise.
 - 8.1.5 Working with parents/carers to promote knowledge and understanding of different cultures.

8.1.6 Developing links with those with specialist knowledge which helps and informs our approach.

9.0 Equality Objectives

9.1 *See Action Plan*

10.0 Equality considerations in decision-making and developing policies

10.1 The Trust ensures it has due regard to equality considerations in its decision making. The Trust and its schools always consider the impact of significant decisions on particular groups, for example, are trips accessible to students with disabilities.

10.2 The Trust ensures it has due regard to equality when developing policies and when developing policies the Trust and its schools will;

10.2.1 Benchmark existing policy statements from other organisations and advisory groups;

10.2.2 Develop human resources and other policies (outlining scope, responsibility, accountability) ; and

10.2.3 Cascade new policies with Trustee, Governing Body and Head of School/Headteacher endorsement in an informative manner.

10.2.4 Assess the impact of policies and procedures through equality assessments.

11.0 Implementation, Monitoring and Evaluation

11.1 The Trust will monitor the effectiveness of this policy by evaluating the feedback it receives from the local governing bodies of each school annually with regard to matters contained in this policy.

11.2 Development Plans at both school and Trust level will be compiled with the Equality Plan as an integral part of their actions.

11.3 This Policy will be actively promoted and disseminated through various means, including our student councils, Committee meetings and via our staff portal.

11.4 Implementation, monitoring and review are the responsibility of our Governing Bodies and Leadership teams who have agreed this policy which sets out our priorities and supports these with specific and measurable objectives.

11.5 We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school communities with reference to the protected groups.

Equalities Objectives Action Plan

Name of school -

Date of Publication: ??

All schools are required to publish one or more measurable and specific equality objectives at least once every four years. The Trust has committed to reviewing these objectives annually.

Objective	Protected Groups	How will we know we have achieved the objective?	Lead and other key players
1.E.g. to narrow the gap in performance of children with SEN	E.g. Disability	E.g. the gap is diminished or is diminishing across the school and nationally	
Actions 1.0 2.0 3.0 4.0 5.0 Annual rating: Red/Green/Amber			

School Accessibility Plan

1.0 Introduction

- 1.1 In accordance with the Equality Act 2010, the Public Sector Equality Duty and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, the aim of this plan is to demonstrate how schools within the Denbigh Alliance plan to;
- 1.1.1 Improve the extent to which disabled students can participate in the curriculum;
 - 1.1.2 Improve the physical environment of schools to enable students with a disability to take better advantage of education, benefits, facilities and services. This covers improvements of physical aids for students to access education;
 - 1.1.3 Improve the availability of accessible information to students with disabilities. Examples might include handouts, timetables, textbooks and information about the school.
 - 1.1.4 Improve awareness of Equality and Inclusion for all stakeholders.

2.0 Ethos towards Disability and Equality

- 2.1 The Denbigh Alliance has high ambitions for all of its students, regardless of disability, and expects them to participate and achieve their full potential in every aspect of school life. We aim to ensure that every student is given the best opportunity to achieve.
- 2.2 We aim to provide an appropriate but challenging education for students of all abilities, providing each student with the support to maximise their chances of success. The Trust responds in a positive manner to the diverse individual needs of each young person.
- 2.3 We aim to be a friendly, caring and stimulating community, which motivates young people to enjoy learning and enthusiastically join in the wider activities.
- 2.4 The Trust strives to identify and remove barriers which prevents students with disabilities taking an active part in every feature of school life. We recognise there is always room to improve.

3.0 Definitions

- 3.1 The definition of disability contained within the Equality Act 2010 is a wide one. The Equality Act 2010 defines a disabled person as:
- 3.1.1 *A person has a disability if he or she has a physical or mental impairment that has a adverse, substantial and long term effect on their ability to carry out normal day to day activities***”.
- 3.2 Please see the Equality Act 2010 for the definitions of disability

4.0 Accessibility Plan

- 4.1 The Trusts Accessibility Plan should be read in conjunction with the Accessibility Plans for individual schools the following Trust and schools’ policies, strategies and documents:
- Curriculum Policy
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Inclusion and Special Educational Needs Policy
 - School Prospectus

- 4.2 The Trust strongly supports inclusion and demonstrates good practice with respect to meeting the needs of disabled people. Transition plans ensure that all new students with any disability or learning difficulty are identified before they arrive at a school and any necessary access arrangements are put in place before they join.

4.3 Focus Areas of Accessibility Plan (2020 – 2024)

4.3.1 Access to the Curriculum

The Trust is committed to promoting positive participation in the life of its schools. We believe that students and adults with disabilities are uniquely placed to assist in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school – their participation in the development and implementation of this Scheme is our priority.

- 4.3.2 In order that students with a disability or learning difficulty can access the curriculum, the Trust will strive to:

- 4.3.2.1 continue to provide a broad and balanced curriculum for all students;
- 4.3.2.2 continue to develop approaches to the differentiation of the curriculum to enable equal access for students with disabilities;
- 4.3.2.3 identify all students and known prospective students who face barriers to learning and full participation;
- 4.3.2.4 consider students and prospective students assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate;
- 4.3.2.5 audit the approaches used when planning and delivering the curriculum;
- 4.3.2.6 audit staff training needs in relation to increasing participation in the curriculum;
- 4.3.2.7 audit student and prospective student needs in relation to the wider provision of school, including after school clubs, leisure, sporting and cultural activities and school trips;
- 4.3.2.8 seek to develop and share good practice in this area

4.3.3 Physical Environment

In order that students and other people within the Trust with a disability or learning difficulty can access the physical environment, our schools will strive to:

- 4.3.3.1 ensure an access audit has been completed and incorporate the outcome into our improvement plan;
- 4.3.3.2 seek to include minor building works or developments to improve accessibility, identified by the school, or through the access audit into our improvement plan;
- 4.3.3.3 continue to provide specialist aids/equipment to individual students whenever this is reasonable to do so;
- 4.3.3.4 consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.

4.3.4 Access to the Delivery of Information

In order that students and other people within the Trust with a disability or learning difficulty can access information, the schools will strive to:

- 4.3.4.1 raise awareness amongst staff about the requirements to provide information in alternative formats if required;

- 4.3.4.2 maintain up-to-date information on students' needs for the provision of information in alternative formats and ensure it is shared amongst staff;
- 4.3.4.3 collect and share examples of good practice amongst staff;
- 4.3.4.4 review their approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility;
- 4.3.4.5 seek specialist advice and support in those cases which lie beyond the school's immediate expertise;
- 4.3.4.6 maximise the use of ICT equipment in the delivery of information.

5.0 The Denbigh Alliance Accessibility Plan 2020-2024

This plan will outline a number of actions that will be taken by all schools to meet the requirements of the legislation, however all schools will also be required to develop a local plan which will be reviewed annually by the local Governing Body and reported to the Trust annually.

Improving the extent to which disabled students can participate in the curriculum

<u>Aim</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>
Ongoing scrutiny of the performance of groups of students (including SEN) to ensure the curriculum is enabling them to make the same progress as students without SEN.	<p>Focused lesson observations for SEN students</p> <p>Use of expertise of outside agencies</p> <p>Scrutiny of books /coursework for SEN students</p>	<p>All groups of students make similar progress.</p> <p>Greater satisfaction for the disabled students and parents.</p>	Ongoing

Improve the physical environment of schools to enable students with a disability to take better advantage of education, benefits, facilities and services

<u>Aim</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>
Continue to ensure that students and staff are not disadvantaged by being unable to access Trust sites	Fixed paragraph in communications home regarding parental information evenings / open days about alerting schools to any access requirements so that these can be accommodated.	Ensuring parents/carers are able to fully engage with schools	Ongoing

Improving the availability of accessible information to students with disabilities.

<u>Aim</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>
All teachers to use appropriate materials in lessons which enable those with disabilities to fully access the curriculum e.g. enlarged texts, laptops which can be used in lessons	Staff training in improving accessibility of learning materials	Barriers to learning associated with the delivery of written information are removed. Some students to use laptops to record notes.	Ongoing

Improve awareness of Equality and Inclusion for all stakeholders.

<u>Aim</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>
Example Adherence to Equality legislation to be reported to the local Governing Body annually	Annual Equality report to be provided to the last Governing Body meeting of each academic year. Local plan and action points to be reviewed and updated by Governing Body each academic year.	Adherence to legislation	Ongoing
Adherence to Equality legislation to be reported to the Trustees annually	Annual Equality report to be provided to the last Board of Trustees meeting of each academic year. Trust and local plans and action points to be reviewed and agreed annually at last Board of Trustees meeting of each academic year.	Adherence to legislation	Ongoing

<p>Whole staff awareness of Equality, diversity and inclusion with some key staff members trained in mental health awareness to support others</p>	<p>Annual Trust E&D training for all staff</p> <p>E&D training to form part of induction for all new staff</p> <p>Trust and school staff to be identified for mental health awareness training annually, training maintained accordingly.</p>	<p>Improved knowledge and awareness of equality, diversity and inclusion.</p> <p>Improved knowledge and awareness with staff of mental health issues and strategies to support young people</p>	<p>Ongoing</p> <p>All Governors to receive information/training by ??</p> <p>All staff to receive information/training by ??</p>
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