

ORWELL PARK SCHOOL

**Nacton, Ipswich
IP10 0ER**

EQUAL OPPORTUNITIES POLICY AND ACCESSIBILITY PLAN

Date	October 2022
Status	Approved
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ADB 28/09/22

Statement of intent

Orwell Park School ('the School') is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. This policy also applies to our Early Years Foundation Stage and is to be read in conjunction with our Admissions Policy.

1. Aims

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the School.

We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989 and 2004;
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 1995 and 2005
- Employment Equality (Age) Regulations 2006
- Equality Act 2010
- SEND Code of Practice January 2015
- Early Years Foundation Stage Statutory Framework (2021)
- OPS Admissions Policy

2. Organisation and arrangements

2.1 Admissions

The School is open to all members of the community.

- We advertise our service widely.
- We aim to reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.

We ensure that all parents are made aware of our equality and diversity policy.

- We do not discriminate against a child or their family, or prevent entry to our School, on the basis of colour, ethnicity, religion, gender, sexual orientation or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our School because of any disability unless, after making all reasonable and practicable efforts, we are unable to provide for the individual needs of the child.
- We work with parents to develop an action plan wherever possible to ensure that children with disabilities can participate successfully in the activities of the School and in the curriculum offered.
- We take action against any discriminatory behaviour by staff, pupils or parents.

2.2 Employment

- Posts are normally advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to satisfactory business references and enhanced disclosure checks by the DBS. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- Reasonable adjustments are made for applicants and existing staff who have, or have had, a disability.
- All employees are entitled to make requests for flexible working, which will be given due consideration.

2.3 Training

- We provide opportunities for staff and volunteers to access training to enable them to develop anti-

discriminatory and inclusive practices, which enable all children to flourish.

- We continuously review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion. Written policies are reviewed regularly.

2.4 Curriculum

The curriculum offered in both the Prep School and the Pre-Prep encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking (now taught as a discrete subject).

We do this by:

- providing activities that encourage all our pupils to feel valued and good about themselves;
- ensuring that all our pupils have equality of access to learning;
- recognising the different learning styles, making appropriate provision within the curriculum and offering learning support to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources and activities;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- introducing a wide range of festivals and celebrations;
- endeavouring to create an environment of mutual respect and tolerance;
- developing links with Schools and other institutions overseas.
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;

2.5 Valuing diversity in families

- We welcome and appreciate the diversity of family lifestyles.
- We encourage children to contribute stories of their everyday life to the School.
- We encourage parents/carers to take part in the life and activities of the School and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

2.6 Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

2.7 Partnership with Parents

- The views of all parents/carers will be welcomed, respected and carefully considered.
- Information about the School is communicated in a variety of ways to ensure that all parents have information about and access to the School. We will make every effort to make communications accessible to all.

Accessibility Plan 2022 – 2025

We want all our children to enjoy their time at Orwell Park School, and to be challenged to achieve their very best. We want them to consider their time at our school as their own 'learning adventure'. At our school, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Orwell Park School intends, over time to increase the accessibility of our school for all disabled pupils, staff, parents /carers and visitors.

Definition of Disability

The Equality Act 2010 and SEND Act 2001 define disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on his /her ability to carry out normal day to day activities.' Long term is defined as lasting, or likely to last, for at least twelve months. Special needs are defined as someone who has significantly greater difficulty in learning than the majority of pupils his / her age. The difficulty will relate to one or more of the following areas: cognition and learning; sensory and physical; communication and interaction; social emotional and mental health; as well as any medical needs. Such needs found within schools include but are not limited to:

Cognition and Learning	Sensory and Physical	Communication and Interaction	SEMH	Medical
<ul style="list-style-type: none">• Dyslexia• Working memory• Information retention	<ul style="list-style-type: none">• Dyspraxia• Visual Impairment• Hearing Impairment	<ul style="list-style-type: none">• Autism• ADHD• Speech and language difficulties	<ul style="list-style-type: none">• Behaviour• Self -Harm• Depression	<ul style="list-style-type: none">• Asthma• Diabetes• Epilepsy• Cancer

The reasonable adjustments duty within the act is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person'. There are two further elements to

the reasonable adjustments duty that apply to schools:

- 'Where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.'
- There is no standard definition of an auxiliary aid or service but could include: pieces of equipment, note taking or readers.

These acts and duties require schools to examine all aspects of their provision of educational and associated services to ensure that appropriate responses are made to meet the needs of those with a disability. The duty to make reasonable adjustments requires the School to take positive steps to ensure that disabled pupils can fully participate in the education provided by the School and that they can enjoy the benefits and facilities which the School provides for pupils. Individual situations will be approached with an open mind and a positive attitude to look at how the School can work collaboratively with parents, pupils and any professionals supporting the pupil to ensure they are able to have appropriate access to the School and curriculum. Consideration of reasonable adjustments will be done on an individual basis.

Where the School follows the graduated approach of -assess-plan-do-review – and there continues to be concerns regarding the progress of the pupil, parents/carers will be invited to a meeting to discuss the next steps which may include but not be limited to:

- The application for an assessment of needs under the SEND Code of Practice 2015
- Recommendation for further external agency involvement
- Recommendation for a new setting with access to more specialist resources

Background

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of our School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;
- b) Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for

pupils who are not disabled.

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Orwell Park School will address the priorities identified in the plan.

Area 1; Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategies	Time-scale	Responsibility	Success Criteria
<p>To ensure that all staff at Orwell Park School are aware of the individual needs of pupils on the LSI List</p>	<ul style="list-style-type: none"> • LS will have dedicated time on each INSET Day to share updated information on pupils • New information regarding pupils will be shared during Staff Meetings and communicated to relevant staff • Staff inductions include training from Head of LS regarding, needs, systems and processes • Specialist staff provide training where required • Pupils receiving specialist 1:1 will have an IEP which is updated as targets are met and reviewed biannually via the School's reporting system. • Staff refer pupils to the Head of LS where there are concerns regarding a pupil accessing learning • MIS reviewed on a termly basis to ensure that the LSI List is accurate • IEPs are shared with staff when they are updated 	<p>Ongoing</p>	<p>Head of LS</p>	<ul style="list-style-type: none"> • All pupils at Orwell Park School are able to confidently access the curriculum • Staff concerns are dealt with in line with the LS Policy

<p>All staff to be aware of the needs of current pupils with medical conditions such as diabetes and allergies</p>	<ul style="list-style-type: none"> • The MIS indicates student medical needs to all staff • The School Nurse communicates all new medical information with staff – including the catering team • The School Nurse co-ordinates training for staff to ensure sufficient staff are trained in administering medication where required • The School Nurse reviews Individual Healthcare Plans where appropriate • The School Nurse liaises between schools during transition times to ensure that needs are accurately communicated to the receiving school • The School Nurse reviews the Administration of Medicines Policy 	<p>Ongoing</p>	<p>School Nurse</p>	<ul style="list-style-type: none"> • Administration of medicines Policy is implemented and reviewed annually • Pupils develop independence in managing their medical needs • Staff are able to identify when a pupil's medical needs are not met • PEEPs reviewed termly
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<p>To continue to monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may need additional support for pupils</p>	<ul style="list-style-type: none"> • Early Help discusses children weekly. • Concerns List reviewed termly. • Traffic light system in use (for Concerns List and LSI list) so that analysis and tracking can be carried out. • Access to specialists eg school counsellor, OTs, EPs. • Pastoral Team meets to discuss ongoing strategies and plans. • The School also has specific governors for Safeguarding and learning support. 	<p>Ongoing</p>	<p>Welfare Team Pastoral Team</p>	<ul style="list-style-type: none"> • Continued monitoring and tracking of children • Regular reviews with parents/carers • Recommendation for multi agency involvement • Ensure all records are up to date and accessible on the School's MIS
<p>To continue to work with parents and specialists to ensure pupils' access to the curriculum is supported. This needs to be done on a case by case basis and with due regard to reasonable adjustments.</p>	<ul style="list-style-type: none"> • Purchase additional items that are recommended by specialists such as OT, SaLT or EP. This may include items such as specialised seating, coloured overlays, specialised pens. • Implement access arrangements as required across the curriculum • Ensure that all reasonable adjustments are clearly communicated during transition times to the receiving school • Where reasonable adjustments have been implemented and the pupil does not make progress in line with expectations, these 	<p>Ongoing</p>	<p>Head of LS and SMT</p>	<ul style="list-style-type: none"> • Reasonable adjustments are implemented where appropriate • Where reasonable adjustments have been made, it still allows for the efficient use of resources

	are communicated in a timely manner to parents/carers			
To ensure that children have access to other specialists where it is felt it would benefit the child.	<ul style="list-style-type: none"> • Regular visits from external agencies • Further support and advice for professional advice is shared with parents – eg OT Centre • Established professional network in place to support staff where required. 	Ongoing	Head of LS	<ul style="list-style-type: none"> • Parents have the knowledge in order to make an informed decision regarding seeking further external support • Staff concerns are shared with parents/carers in line with the LS Policy

Area 2; Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

Orwell Park School occupies a range of buildings, the majority are grade 2 listed historical buildings in which achieving physical change is difficult; improvements to physical access will therefore be made on a case by case basis as a result of a risk assessment. When the school considers major improvement projects consequential improvements to physical access will be included in the design and management of the projects.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ramps. To ensure the portable disabled ramp is in good working order. To look into provision of further ramps for access to other areas of the school	<ul style="list-style-type: none"> To check the existing ramp, ensuring it is durable and fit for purpose. To look into additional portable ramps 	Ongoing	Head Teacher Bursar	<ul style="list-style-type: none"> Ramp is always in good working order to ensure it can be used for wheel chair access to the Main School. Further ramps at other crucial points to make movement around the school easier for wheel chair users, both pupils and visitors.
To ensure the school environment ie corridors, steps, toilets are fully accessible to any visually impaired children on a case by case basis.	<ul style="list-style-type: none"> To meet with Qualified Teacher for the Visually Impaired (QTVI) for advice and possible audit of the environment. To share information on particular needs and risk assess accordingly. 	Ongoing	Headteacher, Bursar Head of LS	<ul style="list-style-type: none"> To produce an audit of school environment and make adjustments on a case by case basis.

To ensure that any new builds or building projects improve physical access to the school and curriculum	<ul style="list-style-type: none"> • Use of appropriate specialists and experts in the design phases. • Expose design to school team. • Consider the installation of a lift in any new build or building project 	Ongoing	Headteacher Bursar	<ul style="list-style-type: none"> • Physical Access
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Area 3; Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To review the accessibility of information sent to parents /carers, particularly those for whom English is not their mother tongue and also those who are not technically minded.	<ul style="list-style-type: none"> • Look into how to make translators available to parents who need them. • Make sure that parents know the School office and / or tutors and the IT Dept will support and help parents to access information and complete school forms. 	Ongoing	Class Teacher Office Staff Head of Digital Strategy Registrar	<ul style="list-style-type: none"> • All parents to be informed as to how they can access information
Staff to use IT to email notes, information, support sheets, quizlet revision cards etc to children or put on Firefly.	<ul style="list-style-type: none"> • Pupils have access to assistive technologies where appropriate 	Ongoing	All academic staff	<ul style="list-style-type: none"> • Positive feedback from parents and pupils. • Success in examinations for identified pupils
Staff to remain up to date re alternative ways for children to record their work.	<ul style="list-style-type: none"> • Use of assistive technologies where required. • 1:1/small group intervention 	Ongoing	Head of LS All staff	<ul style="list-style-type: none"> • Positive feedback from parents and pupils.

<p>Staff to implement access arrangements for individual pupils where required</p>	<ul style="list-style-type: none"> • Coloured Paper/Overlay • Extra Time • Reader • Scribe • Use of a word processor • Prompt • Rest Breaks • Modified Exam Papers • Practical Assistant 	<p>Ongoing</p>	<p>Head of LS Academic HoD Class Teacher</p>	<ul style="list-style-type: none"> • Access arrangements are in place for those pupils requiring them • Exams analysis shows that pupils with access arrangements make at least expected progress • Pupils report positively about their access arrangements
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