

**ORWELL PARK SCHOOL**  
**Nacton, Ipswich IP10 0ER**

**EQUALITY OPPORTUNITIES**  
**POLICY AND ACCESSIBILITY PLAN**

<b>Date:</b>	<b>September 2017</b>
<b>Status:</b>	<b>Approved</b>
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FG 10/08/17

## **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.

### **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.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989;
- 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 July 2014
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## **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 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 or parents.
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## **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.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the School and its pupils.
- 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.
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## **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.
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## **2.4 Curriculum**

The curriculum offered in both the Main 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.

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;
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## **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.
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## **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 2016 - 2021**

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.' This includes sensory impairments such as those affecting speech, sight or hearing; developmental such as autistic spectrum disorders (ASD), dyslexia and dyspraxia; memory, ADHD / ADD, mental health conditions and medical conditions such as asthma, diabetes, epilepsy and cancer. 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 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 need to be approached with an open mind and a positive attitude to look at how the school can work together with parents and

pupils to ensure appropriate access to the school and curriculum. Consideration of reasonable adjustments will be done on an individual basis.

### **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
To ensure all staff, including relevant non-teaching staff, have specific training on disability issues	Close liaison between LS Dept and staff. Have organised visits from outside agencies to deliver INSET to staff and other relevant non-teaching staff such as boarding staff.	Ongoing	Head of LS	To continue to develop staff knowledge of specific disabilities and ensure staff are kept up to date with current thoughts, evidence and strategies.
All staff to be aware of the needs of pupils with SEND or other medical conditions such as diabetes or ADHD	LS Dept is given time every INSET to disseminate information re children. LS Dept goes through the LSI list with relevant non-teaching staff and some peripatetic staff once a year. LSI list on Scholarpack has brief summary of the children's difficulties. LS Dept also produces bullet point sheets of a child's strengths and weaknesses and strategies for the classroom. IEPs show current targets. Bullet point sheets and IEPs as well as Ed Psych, OT, SALT reports all on Scholarpack. School nurse gives regular medical updates in staff meetings. Training for use of epipens and specific training from specialists eg diabetic nurse visit.		Head of LS and members of LS Dept and all subject staff (to copy information and have available) and School Nurse, Boarding staff	To ensure all members of staff are kept up to date of the needs of the various children and that they actually make a note in their mark books so that they differentiate accordingly.
To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may	Welfare Group discuss children weekly. Concerns List reviewed termly. Traffic light system in use so that analysis and tracking can be carried out. PSPs drawn up for		Members of Welfare Team, Pastoral Team and all staff	Continued monitoring and tracking of children and referral of children to SAs. Up to date PSPs and PEEPs on Scholarpack.



need additional support for pupils	children who are on RED traffic light. PEEPs drawn up for emergency exit plan for children with difficulties eg hearing impairment for fire alarm. Access to specialists eg school counsellor and Dr Sillifant & Associates. Pastoral Team including a governor for safeguarding and another for Boarding.			
To purchase resources to support pupils' access to the curriculum within 'reasonable adjustments' and work with parents on a case by case basis to support individual children and their needs.	Purchase seating such as trip-trap chairs and other pieces of equipment such as 'bobble' cushions and writing slopes. To continually add to the high age -low reading age books in the LS Dept, to provide coloured overlays, specialised pens. Use of two LS iPads in dept used for dictation work using Siri.	Ongoing research and purchase. Liaison with specialised agencies such as OT, SALT, Ed Psychs and Suffolk Autism	Head of LS and SMT	Case by case basis. Evidence and track the use of equipment when purchased and then use knowledge for other children.
To ensure that children have access to other specialists where it is felt it would benefit the child.	Have OT and SALT visiting weekly. Also possible for child to visit the specialist OT centre for sensory integration sessions. Also good relations with counsellors, child CBT specialist, Dr Sillifant (psychiatrist) and her team eg art therapist, behavioural optometrist.		Head of LS	

**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.

<b>Target</b>	<b>Strategies</b>	<b>Time-scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
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	To check the existing ramp, ensuring it is durable and fit for purpose.  To look into additional portable ramps	Ongoing	Head Teacher, Bursar	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.	To meet with specialised Visual Impairment Team for advice and possible audit of the environment. To share information on particular needs and risk assess accordingly.		Headteacher, Bursar Head of LS	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	Use of appropriate specialists and experts in the design phases. Expose design		Headteacher Bursar	Physical Access

physical access to the school and curriculum	to school team.			
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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.**

<b>Target</b>	<b>Strategies</b>	<b>Time-scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Review information to parents / carers to ensure it is accessible	Use of translators for EAL children's parents.  School office and / or tutors will support and help parents to access information and complete school forms.	On-going.	All staff and School Office. Connections (for Spanish children)	All parents to know how they can access information
IEPs reviewed 1:1 with children	IEPs are in a format that is easy to access for pupils and parents. If necessary meet with parents in 1:1 to go through IEP or indeed assessments.	On-going	All members of LS Dept	Positive feedback from parents and pupils.
All children to have an iPad in Sept 2016	Can use Siri and also APPs that will read text to them as well as many other alternatives to handwriting and reading. Can start a dialogue between teacher and pupil as alternative to marking and commenting in pupil exercise book.	Running a test case this year	All staff	Positive feedback from parents and pupils.