

# Equality and Diversity Policy

## (including Accessibility Plan)

<b>Written by</b>	Executive Principal
<b>Approved by</b>	Board of Directors (Accessibility Plans) (Appendix A) – bespoke to each school
<b>Review – 3 years</b>	Autumn 2020
<b>Next Review</b>	Autumn 2023 unless legislation changes

### Purpose

The aim of this policy is to confirm the Trust’s commitment to equality and to valuing diversity as an employer and a provider of education.

The Trust recognises the public sector equality duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics between people who share a protected characteristic and those who do not.

### Scope

This policy applies to all students, employees, potential employees, supply staff, agency staff, visitors, volunteers, contracted staff, governors and directors of the Trust.

This policy covers the following protected characteristics:

- Age
- Disability
- Race
- Gender (including gender reassignment)
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Marital status including civil partnership

### Guiding principles

The Trust is guided by nine principles:

**Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

**Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

### **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- people of any sexual orientation.

### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of any sexual orientation.

### **Principle 8: We base our practices on sound evidence.**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

### **Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- students/pupils progress, attainment and achievement
- students/pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

### **Addressing prejudice and prejudice-related bullying**

The Academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum

- prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents and, if requested, provide a report to the Local Authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

### **All staff are expected to:**

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the above principles
- support students/pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students/pupils and their parents and carers

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, student/pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other **Academy** policies are dealt with, as determined by the Principal and Governing Board.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

## Appendix A

# ACCESSIBILITY PLAN

<b>Written by</b>	Site Manager/Health & Safety Officer
<b>Approved by</b>	Board of Directors (Autumn 2020)
<b>Review</b>	Autumn 2020
<b>Next Review</b>	Autumn 2023

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

This plan sets out the proposals of the Governing Body of The Mirfield Free Grammar to increase access to education for disabled students in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which disabled students can participate in the Academy curriculum;
- improving the environment of the Academy to increase the extent to which disabled students 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.
- to ensure all Academy policies, plans and procedures are reviewed as part of a 3-year programme and amended if necessary with regard to general duty under the Disability Discrimination Act 2005.

Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind, our commitment to which is demonstrated in our vision: **'Everyone Exceptional Every day'**. This, together with our mission statement, **'To enable all**

**our students and staff to achieve their best'** drives our ethos. As part of our Academy aims we also highlight the importance of engendering a sense of personal worth and physical and emotional well-being which enables all students to become confident, self-reliant, self-disciplined, healthy and responsible.

The plan will be made available online via the Academy website, and paper copies are available upon request.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Academy supports any available partnerships to develop and implement the plan.

Our Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

## **3. Accessibility at The Mirfield Free Grammar**

As part of our ongoing commitment to improving the environment at The MFG we have undertaken a number of refurbishment and building projects over the past few years. With each one of these projects, we have improved the physical accessibility of our Academy.

In September 2014 a major building programme at the heart of the Academy eliminated most of our accessibility barriers, with ramps and level thresholds added.

Major refurbishment of the Academy buildings and grounds from 2008 has resulted in:

- Classrooms with better use of floor space to enable easier movement around the room
- New ceilings, floor and wall finishes to improve acoustic performance
- Better conditions for the use of technology including interactive white boards to the classrooms
- DDA compliant doors throughout school
- External level accessible thresholds

We have tried hard to achieve our vision and a number of the successful outcomes are listed below:

- Learning support assistant time was allocated to behaviour and curricular support for children with Special Needs (curriculum).
- Numerous accessible parking spaces have been installed for disabled people (physical)
- Large screens installed in halls with projectors (visual)
- New speakers and sound system with range of wireless microphones

At The MFG we strive to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning.

Scheme of Work revisions include measures to ensure that all students including those with disabilities can access the curriculum. This is a rolling programme of improvements which is leading to holistic embedding of the principles.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all students, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary. We will use our information systems to monitor our progress as a Academy and the progress of disabled children within the Academy to ensure that we are helping all children achieve.

### **3b. Involvement**

Care plans are drawn up for children identified as having disabilities in consultation with specialist support services and parents. They are reviewed regularly and are made available to and discussed with all relevant members of staff, both teaching and non-teaching.

There is a standing item on the agenda for all Governing Body meetings related to SEND.

The views of the students and their parents are taken into account when drawing up and evaluating the effectiveness of care plans.

Liaison with the specialist support and medical care services involved with individual children is a fundamental aspect of our provision. We include the recommendations of these services/agencies in all care plans for all students.

### **3c. Management, Co-ordination and Implementation**

Our SENCO monitors and implements this policy.

Our Governors review this policy's formation and implementation.

A record of all students with identified disabilities is kept confidentially and updated regularly.

The academic progress of students on this register is tracked using the established Academy systems and any outcome gaps identified.

The participation of all students at after school clubs is monitored closely and particular consideration is taken of the uptake of places in these clubs by disabled children.

We endeavour to ensure that disabled students participate in all educational and non-educational visits and make provision accordingly.

The monitoring and assessment of the impact of this plan and curricular provision/standards achieved by students under its remit are integrated into review meetings on an annual basis. Trends in data will need to be analysed as the latter is collated following the implementation of this plan.

Parents are fully informed of all provision made for their children and are involved in formal meetings.

Teachers are always accessible for informal meetings to discuss progress.

### **3d. Hearing Impaired**

There is a Kirklees LA designated hearing impaired unit as part of their disability access across the authority. Facilities at The MFG include a hearing loop in W08 and portable hearing devices.

### **3e. Sight Impaired**

There is a Kirklees LA designated sight impaired unit as part of their disability access across the authority. At The MFG we have colour coded areas to help sight impaired students find their way around the buildings. Yellow paint has been used to improve corridor steps and outside areas.

### **3f. Physically impaired**

As part of our ongoing commitment to improving the environment, we have undertaken a number of refurbishments and building projects over the past few years. With each one of these projects, we have improved the physical accessibility **of the buildings** as follows:

#### **Wheelchair Access**

- Externally to White Block including a lift to the Learning Resources Centre
- Green Block and Blue Block are accessible using the lift to the Learning Resources Centre
- Red Block is accessible from an external door by R1
- Student Support Centre
- Stewart Hall, Thorburn Hall and the Studio Theatre
- 'Take 5' restaurant and **College** refectory
- Science
- PE area, including boys' and girls' changing rooms, sports hall and gym.
- College Block with lift access to the upper floor.
- In addition, there are disabled toilets sited in White Block in W01, Red Block by R03, at the bottom of the Technology Centre, the studio theatre and Green Block, Science and in Sixth Form Claret Block building.

In addition, we have a variety of resources dependent on the individual's needs.

### **3g. Additional Support**

Specialist support may be put in place, depending on individual needs and in consultation with students and parents. These may include educational psychology, autistic spectrum disorder support, sensory service for hearing or visual impairment, speech, language and communication support, occupational therapy support, physiotherapy support, school nurse, and links with specialist provision establishments.



#### 4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our Academy offers a differentiated curriculum for all students.	Short	Distribute registration form at the beginning of each year to ensure data held in the Academy is accurate and up-to-date regarding disability and medical needs	SENCO	Autumn	All members of staff have a school register. Updated every half term (or at the time information is provided by a parent).
	We use resources tailored to the needs of students who require support to access the curriculum e.g. visual timetables.					
	Additional aids available e.g. pencil grips, coloured overlays.		Ensure all staff have access to the information.	SENCO	Autumn	Book scrutiny form completed after scrutiny. Overview given to staff.
	Curriculum progress is tracked for all students, including those with a disability.	Short		ST / Staff	On going	
	Targets are set effectively and are appropriate for students with additional needs	Short	Scrutiny of planning and books by subject co-ordinators, ST, SENCO and staff.	ST/ Staff	On going	
	The curriculum is reviewed to ensure it meets the needs of all students.	Short		ST / SENCO	Autumn	
	Specialist agencies visit regularly to support staff & students e.g. SpL, OTs, EdPsy, Diabetes Nurse	Long	Regular student progress meetings.	ST / SENCO	Autumn	Student progress meetings are held every half term with targets set.
		Identify and address training needs of staff	SENCO	Autumn		

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<p>Care plans in place for children with medical needs and reviewed regularly with support put in place where required e.g. lunch time supervisor, diabetes training</p> <p>Support staff and teachers receive appropriate training, including annual epi-pen and epilepsy training.</p> <p>Children with disabilities access Academy trips, special events, after-Academy clubs etc</p>	<p>Short</p> <p>Long</p> <p>Short</p>	<p>to understand and meet the needs of disabled students</p> <p>Risk assessments completed for children with EHCP.</p> <p>Provide specialist aids, equipment and ICT to promote disabled students' access to the curriculum</p> <p>Monitoring of children who attend after school clubs.</p>	<p>SENCO</p> <p>ST / SENCO</p>	<p>Termly</p> <p>Termly</p>	<p>Staff completed the CPD area of development.</p> <p>EHCP children risk assessment completed and put in file.</p> <p>SENCO discusses needs of individual child with class teacher during SEN review meetings.</p> <p>Collection of data at the end of each half term and put in report for ST / Governors.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Long</p>	<p>Continual monitoring of the building to meet the needs of any new child who starts or if those of an existing child who already attends. This</p>	<p>ST / SENCO</p>	<p>ongoing</p>	<p>Amendments made following information provided from outside agencies.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> <li>Visual strips on stairs</li> </ul>		will be following outside agency advice and guidance.			These will be recorded and added to risk assessments.
Improve the delivery of information to students with a disability	<p>EHCP's are used to create individual programmes of study</p> <p>Teachers completed ASD training</p> <p>Our Academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Pictorial or symbolic representations</li> <li>Large print resources</li> <li>IWB</li> </ul> <p>Specialist agencies visit regularly to support staff &amp; students e.g. SpL, OTs, EdPsy, Diabetes Nurse</p>	Long	Identify and address training needs of staff to understand and meet the needs of disabled students.	SENCO/ Staff	Termly	<p>Staff completed the CPD area of development.</p> <p>Discussed during SEN review meetings.</p> <p>SENCO keeps a record of outside agencies that have visited school or through virtual support.</p>

## **5. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Board of Directors, ratified by the Children, Families and Communities Committee.

## **6. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment
- Health and safety policy
- Equality information
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

## Appendix 1: Accessibility audit for The Mirfield Free Grammar

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school has mostly 2 floors with the exception of College which has 3 floors. The teaching blocks are colour coded and designated subject specific.	All areas of the school are accessible, but 2 areas require assistance for a wheelchair, ie Green Room and Armitage Hall.	Staff Site Manager	Ongoing
Lifts	There are 5 lifts located around the buildings to aid access: <ul style="list-style-type: none"> <li>• College building</li> <li>• White block</li> <li>• Yellow block</li> <li>• Sports centre</li> <li>• DT area</li> </ul>	All lifts are served regularly and insurance tested and approved.	Staff Site Manager	Ongoing
Corridor access	All corridors are 1.8m wide or wider.  A one-way system is in place during live school with students asked to walk on the left at all times.  All stairs nosings are DDA contrast coloured.	If a student requires assistance a risk assessment will be carried out and actions will be put in place.  If a member of staff requires assistance the above will also apply.	HR Site Team	Ongoing
Entrances	Main entrance at front of school.  Gate has an intercom system with camera.  Main entrance door at front of school has intercom system with camera.  For full whole school building plan see plan drawings attached.	All general maintenance is carried out.  Main whole school plan is updated/revised on a regular basis.	Site Manager	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
	Denotes: <ul style="list-style-type: none"> <li>• Doors with level access</li> <li>• Ramp access</li> <li>• Location of lifts</li> <li>• Doors with level access and level escape routes</li> </ul>			
Parking bays	Numerous parking spaces are available on site: <ul style="list-style-type: none"> <li>• Main front car park</li> <li>• Front overspill car park</li> <li>• Front of red block car park</li> <li>• White block car park</li> </ul> 4 marked disabled spaces within main front car park. Also requested disabled bays are provided at open evenings and at school productions.	General maintenance is carried out.  Note: Staff are requested not to park in disabled bays.  Note: Signage is provided on requested disabled bays.	Site Manager	Ongoing
Ramps	Ramp and/or level access is in place to 95% of whole school external entrances.  Internal ramps are in place in certain areas.	Please refer to whole school plan – see plan drawing attached.	Site Manager	Ongoing
Toilets	<b>Main School</b> There are 6 main toilet blocks. <b>College</b> There is 1 main toilet block. <b>Sports Centre</b> There are toilet blocks to all 4 changing rooms.	In the event of a staff member or student entering the school who has a disability, an accessibility risk assessment will be carried out, and adjustments would be made, ie. a larger assisted cubicle would be assigned to that person.	Site Manager	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
	<p><b>Disabled Toilets</b> There are 10 defined disabled toilets.</p> <p><b>Assisted Cubicles</b> There are 14 larger toilet cubicles located around the whole school toilet blocks.</p>			
Reception area	<p>Accessed through main entrance door at front of school, up a flight of 5 steps. Using intercom system with camera which allows visited to be admitted.</p> <p>Note: Access firstly has to be obtained through main entrance pedestrian gate using intercom routed back to reception.</p> <p>Reception area is large with a seating area for 5/6 persons.</p> <p>Signing in via electronic tap-screen system.</p> <p>Large television showing Academy's values, achievements and photographs.</p> <p>Welcoming display and presentation of trophies.</p> <p>Safeguarding information displayed on wall behind reception.</p>	Note: Visitors can request DDA accessible entry through 'R1' entrance via ramp access and along red block corridor to reception.	Reception Site Team	Ongoing
Internal signage	<p>All classrooms and rooms have a plaque on the doors, colour coded.</p> <p>Main entrance has sign above doors.</p>	Change with changes of staff.	Site Team	As and when required

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
	<p>Safeguarding posters are prevalent throughout the school.</p> <p>Every classroom has contact details on first responders.</p>			
Emergency escape routes	<p>Entrances to be used:</p> <p>Please see fire escape plan showing 40 possible escape routes. All but 5 have level access.</p> <p>Note: Some external doors have electronic mag-n-locks.</p> <p>Note: Some internal doors are on hold=open devices.</p> <p>Fire alarms is tested weekly.</p> <p>Fire practice and lockdown are practised.</p>	<p>See fire escape/assembly point plan</p> <p>These are programmed to open in the even of fire alarm activation</p> <p>As above</p> <p>} Both are recorded/logged</p>	<p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>