

**REDDIFORD SCHOOL**  
Including EYFS

**EQUAL OPPORTUNITIES POLICY**

**Incorporating**  
**Disability Inclusion and Reasonable Adjustments**

*Including the provisions of  
the Equality Act 2010*

To be used in conjunction with;  
Learning Support Policy  
Curriculum policies  
Racial Equality Policy  
Admissions Policy  
Accessibility Plan

## **Purpose**

This policy reflects our belief in Equal Opportunities that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare pupils for participation in our society.

Using a whole-school approach, we will ensure that we do not inadvertently discriminate. This includes all protected characteristics but also associated discrimination and perception discrimination. We will achieve this by monitoring and reviewing our practice, planning within the curriculum for promoting Equal Opportunities and dealing with incidents effectively. We will implement our strategies for dealing with incidents in accordance with known best practice for supporting all children, parents, staff and visitors to the school.

## **Aims of this policy**

- To promote positive attitudes to diversity and difference
- To ensure that every child is included and not disadvantaged
- To ensure that children learn to value diversity in others
- To provide information on how the individual needs of all children will be met
- To ensure that all stakeholders are not disadvantaged due to ethnicity, race, gender, age, disability or sexual orientation.
- To ensure that all 'protected characteristic' including marriage, civil partnerships, transgender, pregnancy and maternity/paternity leave are given due consideration at all times.
- This policy will, of course, include the combination of multiple characteristics

## **Roles and responsibilities of Head Teacher, other staff, Governors**

The **Head Teacher** will ensure that:

- The curriculum promotes positive attitudes to ethnic, racial, gender, age and cultural diversity.
- The school recognises the importance of language to a person's sense of identity and belonging.
- Communication with parents recognises and responds to ethnic, racial, gender, age and cultural differences.
- Appropriate methods of communication are used to enable all staff, pupils, parents and governors to understand their rights and responsibilities in relation to equal opportunities.
- All staff are informed of their responsibilities and receive appropriate training and support to deal effectively with any kind of prejudice and stereotyping.
- All incidents are investigated and recorded for future monitoring and reporting.
- A sensitive and structured system of support is available to victims of discrimination.
- The school has clear procedures for dealing with perpetrators of discrimination.

All **staff** are expected to:

- Actively and positively promote equal opportunities.
- Avoid any form of discrimination.
- Follow the guidelines for dealing with perpetrators of discrimination and secure appropriate support for the victims.
- Address incidents that are reported to them following agreed procedures stated in the school behaviour and anti-bullying policies.

The **Governing Body** will:

- Use its power to co-opt governors to ensure its composition reflects the community it serves.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Monitor and evaluate the implementation and impact of this policy.

We expect all members of the school community to be committed to this policy and that visitors will comply with it. We accept responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action. This may include the following:

In the case of **pupils** breaching the policy:

- Staff dealing with the incident will complete an incident form.
- The perpetrator will be dealt with in accordance with the Behaviour policy.
- The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.

In the case of staff breaching the policy the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

In the case of **parents, visitors or contractors** breaching the policy:

They will be reminded of the school's commitment to equality and asked to desist.

Further incidents may lead to individuals being requested to leave the premises.

#### **Arrangements for monitoring and evaluation**

The Governing Body will monitor the pattern and frequency of incidents. It will receive reports from the Head Teacher and staff that enable evaluation on the relevance of provision for:

- Dealing with incidents – defined as “any incident which is perceived to be discriminate by the victim or any other person”. Serious breaches constitute criminal offences.
- Behaviour, discipline and exclusion
- Curriculum content
- Teaching, learning
- Assessment of attainment and progress – including special educational needs
- Admissions and attendance
- Recruitment, promotion and professional development of staff
- Disciplinary and grievance procedures relating to staff.
- Personal and social education and pastoral care
- Attitudes and personal development

- Ethos and environment
- Communications with parents, governors and the community
- Use of the school premises
- Purchasing goods and services

All pupils, parents, (and prospective parents), staff (and prospective staff), Governors and visitors are treated in accordance with the current Equalities Act. See Disability Inclusion Policy below.

## **Disability Inclusion**

### **Introduction**

At Reddiford School we are committed to ensuring equality of education and opportunity for pupils and staff with disabilities and all those coming into contact with the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. There may also be some overlap with the definitions of 'special educational needs' in the Children and Families Act 2014. Therefore, this policy includes anyone who cannot make full use of the educational facilities.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Reddiford School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. See Reasonable Adjustments section.

This plan is drawn up in accordance with the planning duty in schedule 10 of the Equality Act 2010, which states;

Schedule 10:

3. (1) The responsible body of a school in England and Wales must prepare—
  - (a) an accessibility plan;
  - (b) further such plans at such times as may be prescribed.
- (2) An accessibility plan is a plan for, over a prescribed period—
  - (a) increasing the extent to which pupils with disabilities can participate in the school's curriculum,
  - (b) improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities can take advantage of education and benefits, facilities or services provided or offered by the school, and
  - (c) improving the delivery to pupils of information which is readily accessible to pupils who do not have disabilities.
- (3) The delivery in sub-paragraph (2)(c) must be—
  - (a) within a reasonable time;
  - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
- (4) An accessibility plan must be in writing.
- (5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.
- (6) The responsible body must implement its accessibility plan.

4. (1) in preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.

### **Aim**

To reduce and eliminate barriers, to access the curriculum and full participation in the school community for pupils, prospective pupils and adult users with a disability

### **Principles**

- Compliance with the Disability Discrimination Act (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs and Disability (SEND) policy.
- The school recognises its duty under the DDA (as amended by the SEND Act):
- Not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
- Not to treat pupils with disabilities less favourably
- To make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and children's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. It achieves this by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Give due regard to suggestions contained in the advice documents.  
Ensuring a good education for children who cannot attend school 2013  
Supporting pupils at school with medical conditions 2015.  
Mental health and behaviour in school 2018.  
Preventing & Tackling Bullying 2017.

All are available from [www.gov.uk](http://www.gov.uk)

### **Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all pupils and are aware of its importance.

The school will continue to seek and follow the advice of appropriate health professionals and parents.

### **Physical environment**

The school will take account of the needs of pupils and other users with physical difficulties including sensory, cognitive, visual and auditory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. These will be outlined in Reddiford School's Accessibility Plan.

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, eg:

- Learning Support Policy
- Curriculum policies
- Admission Policy
- Accessibility Plan

### **Reasonable Adjustments**

Reddiford School will make reasonable adjustments to ensure that all children with disabilities are not disadvantaged in their access to the learning and development offered. Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers (with parents' permission) the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the School.

We recognise that some pupils with disabilities may also require specialist support from our Learning Support Department, and we would normally discuss this issue with parents before their child enters the School. Copies of the School's **Learning Support Policy** may be downloaded from our website.

This is effective in all departments. We have a Learning Support Co-ordinator who works across all sites on all three sites– Mrs Emma Whitmarsh.

### **Physical Accessibility**

Parents and prospective parents of children with disabilities may wish to obtain copies of the School's **Accessibility Plan** on the school website. This shows the ways in which we plan to make our buildings progressively more accessible to pupils, parents and visitors with disabilities.

The School will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings, scattered site and resources.

Although we have a duty to make reasonable adjustments for pupils and applicants with disabilities under the Equality Act 2010, when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities, we are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for d

pupils with disabilities. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school. However, we will always endeavour to anticipate whether there is any adjustment we could make to overcome any substantial disadvantage suffered by an applicant or pupil with disabilities.

If the parents of a pupil with disabilities believe that they are being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, they may write to the Head Teacher setting out in full the adjustment they are suggesting.

Regarding whether to make the adjustment the School will generally follow a decision making process outlined in the *Disability/Reasonable Adjustments Decision Checklist* below.

Once the School has determined whether the relevant adjustment is reasonable, we will inform the parents in writing (which may be Email), setting out the decision and the reasons.

If they are not happy with the School's decision about the reasonableness of the adjustment, they may lodge a complaint using the School's **Complaints Procedure**.

### **Charging for adjustments**

Reasonable adjustments for a pupil with disabilities will be made at the School's cost.

The School may pass on the cost of an adjustment, service or aid to parents if:

- the School has concluded that the adjustment identified for a pupil with disabilities is not reasonable, but agrees to go ahead and make the adjustment or provide the service/aid; or
- A pupil has a mental or physical impairment which does not fully satisfy the disability criteria (eg it is temporary) but a reasonable adjustment has been identified (using the criteria as above) that would assist in reducing the impact of the impairment that the School is willing and able to implement.

If a pupil with disabilities requires a dedicated carer in School, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the School and complies with the School's Safeguarding Policy and all other School policies.

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**APPENDIX      Disability/Reasonable Adjustments Decision Checklist**

**A    Is the pupil disabled within the guidance given by the Equality and Human Rights Commission?**

*If the answer to each of the following questions is "yes", a pupil has a disability for the purpose of this policy*

**A1 Does the pupil have a physical or mental impairment?**

If this is not obvious, consideration may be made of:

- Government Equality Act (EA) 2010 Guidance
- The views of the parents and/or pupil
- Professional advice e.g. medical, Educational Psychologist, legal.

**A2 Does the impairment have an adverse effect on their ability to carry out normal day-to-day activities, including accessing education?**

Reference may be made to the EA Guidance for examples of "normal day-to-day activities"

**A3 Is the impact substantial?**

More than the normal differences between people, and more than minor or trivial. Account may be taken of, for example, the time taken to carry out an activity, the way in which it is carried out, cumulative effects of impairment, how far a person can reasonably be expected to modify his behaviour, effects of environment.

**A4 Is it long-term? (Over 12 months.)**

**B    If the pupil has a disability, has the duty to make reasonable adjustments arisen?**

*If the answer to each of the following questions is "yes" then the duty to make reasonable adjustments has arisen.*

**B1 Will the pupil be put, or is the pupil being put, at a disadvantage at school in comparison with pupils who do not have disabilities?**

**B2 Is the disadvantage substantial? (More than minor or trivial)**

**B3 Is the disadvantage caused by:**

- (a) a provision, criterion or practice of the school? AND/OR
- (b) the lack of an auxiliary aid or service?

If the answers to sections A and B above are both "yes", **consider what reasonable steps could be taken to (a) avoid putting the pupil at the substantial disadvantage(s) identified? AND/OR (b) to provide auxiliary aid or service.**

**C What is reasonable?**

Note that "reasonableness" is a context specific judgement. Just because it might be reasonable for one school to have to do something, does not mean that it is reasonable for another to have to do it as the two schools might be operating in quite different circumstances.

**Considerations may include**

- The effect of the disability on the individual
- Effectiveness of step(s) to avoid or overcome the disadvantage
- The practicability of the adjustment(s)
- Financial or other cost of making the adjustment(s) or providing the aid or service
- Overall resources of the school and the availability of financial or other assistance
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- Interests of other pupils or prospective pupils
- Interests of and impact on the staff e.g. physical or mental health or working hours
- Overall charging policy of the school e.g. are charges levied on other categories of pupil for what may be seen as equivalent services
- Other regulatory or legal requirements
- If the parent or pupil has requested that the existence or nature of the disability be treated as confidential by the school