



Trust Equality Policy

June 2021



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1.0 INTRODUCTION

The Education and Leadership Trust is committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the Trust, irrespective of race, gender, sexuality, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and are able to participate fully in school life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Education and Leadership Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2.0 PURPOSE OF THE POLICY

This Equality Policy brings together all previous policies, schemes and action plans around equality including all those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of the following characteristics:

- Sex (gender)
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity
- Age, marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to students.

We are further committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national and global environments. Our schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes as set out in the UN Convention on the Rights of the Child.

The purpose of the Policy is to set out how our policies and practices have *due regard* to the Public Sector Equality Duty (April 2011) which requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation ;
- Advance equality of opportunity between people who share a *protected characteristic* and those who do not
- Foster good relations between people who share a *protected characteristic* and those who do not

It explains how we listen to and involve students, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

3.0 OBJECTIVES

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

SPECIFIC DUTIES

In accordance with the specific duties the school will:

- Publish information annually to demonstrate compliance with the Equality Duty
- Publish equality objectives every four years

All information must be published in a way that is accessible to the public

4.0 MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific objectives set out in this policy, the school operates equality of opportunity in its day to day practice in the following way:

5.0 TEACHING AND LEARNING

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

6.0 ADMISSIONS AND EXCLUSIONS

Our admissions arrangements are fair and transparent, and do not discriminate on any of the *protected characteristics*.

Exclusions will always be based on the Trust's Behaviour and Antbullying Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

7.0 EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff in the Education and Leadership Trust.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. All *protected characteristics* are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

8.0 EMPLOYER DUTIES

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, students, parents and visitors to the school and comply with reasonable requests relating to religious observance and practice.

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

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Monitoring continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Consultation and involvement

It is a requirement that the development of this policy and the objectives within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following:

- Feedback from SEN & EAL Parent Forum meetings; Input from staff surveys or through staff meetings / INSET;
- Feedback from whole school surveys on students' attitudes to self
- Issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps;
- Feedback at Academy Committee meetings.

9.0 ROLES AND RESPONSIBILITIES

The Role of the Trust Board

- To ensure this policy is implemented and monitored effectively in Trust schools

The Role of the Executive Head

- To work with the Academy Headteachers to implement and monitor the policy in the Trust schools
- To report to the Trust Board on the implementation and impact

The role of Governors

- Designate a Governor with specific responsibility for the Equality Policy
- Ensure that any appropriate objectives arising from the policy are part of the School Development Plan
- Support the Academy Headteacher in the implementation of any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy annually and the objectives every four years
- The Academy Committee and the Trust Board have set out their commitment to equal opportunities in this plan and will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs.
- The Academy Committee seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of any of the *protected characteristics*
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.
- The Governors welcome all applications to join the school, whatever a student's background.

The role of the Academy Headteacher

- It is the Academy Headteacher's role to implement the Trust's Equality Policy and s/he is supported by the Academy Committee in doing so.
- It is the Academy Headteacher's role to ensure that all staff are aware of the Equality Policy and that teachers and support staff apply these guidelines fairly in all situations.
- The Academy Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against in respect of employment or training opportunities.
- The Academy Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Academy Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the Trust's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender, sexual orientation, transgender identity and disability, and challenges stereotypical images.

- All staff will challenge any incidents of prejudice, racism, sexism, transphobia or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

We will provide training and guidance for Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of each school year.

The role of students

- Be involved in the Equality Policy and understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the policy
- Be encouraged to actively support the policy.

The role of parents/carers

- Be given accessibility opportunities to become involved in the development of the Equality Policy
- Have access to the policy through a range of different formats appropriate to their requirements.

Visitors

All visitors to the schools in the Trust including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school documentation and on the website to enable them to do this.

10.0 TACKLING DISCRIMINATION

Harassment on any of the *protected characteristics* is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist, sexist, homophobic or any transphobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a Middle Leader /Senior Leader/ Academy Headteacher where necessary. All incidents are reported to the Academy Headteacher and racist incidents are reported to the Trust Board on a termly basis.

What is a discriminatory incident?

Harassment on grounds of any of the *protected characteristics* can take many forms including verbal or physical abuse, name calling, exclusion from groups and activities, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the McPherson Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes related to any of the protected characteristics
- Racist, sexist, homophobic, transphobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation and other protected characteristics
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents. All staff, teaching and support, should view dealing with incidents as vital to the well-being of the whole school.

The following procedure for reporting a racist incident is followed in the Trust to report racist incidents. * see Appendix 1

Review of progress and impact

The policy has been agreed by our Trust Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review progress against our Equality Objectives annually and review the entire policy and accompanying action plan on a three-year cycle.

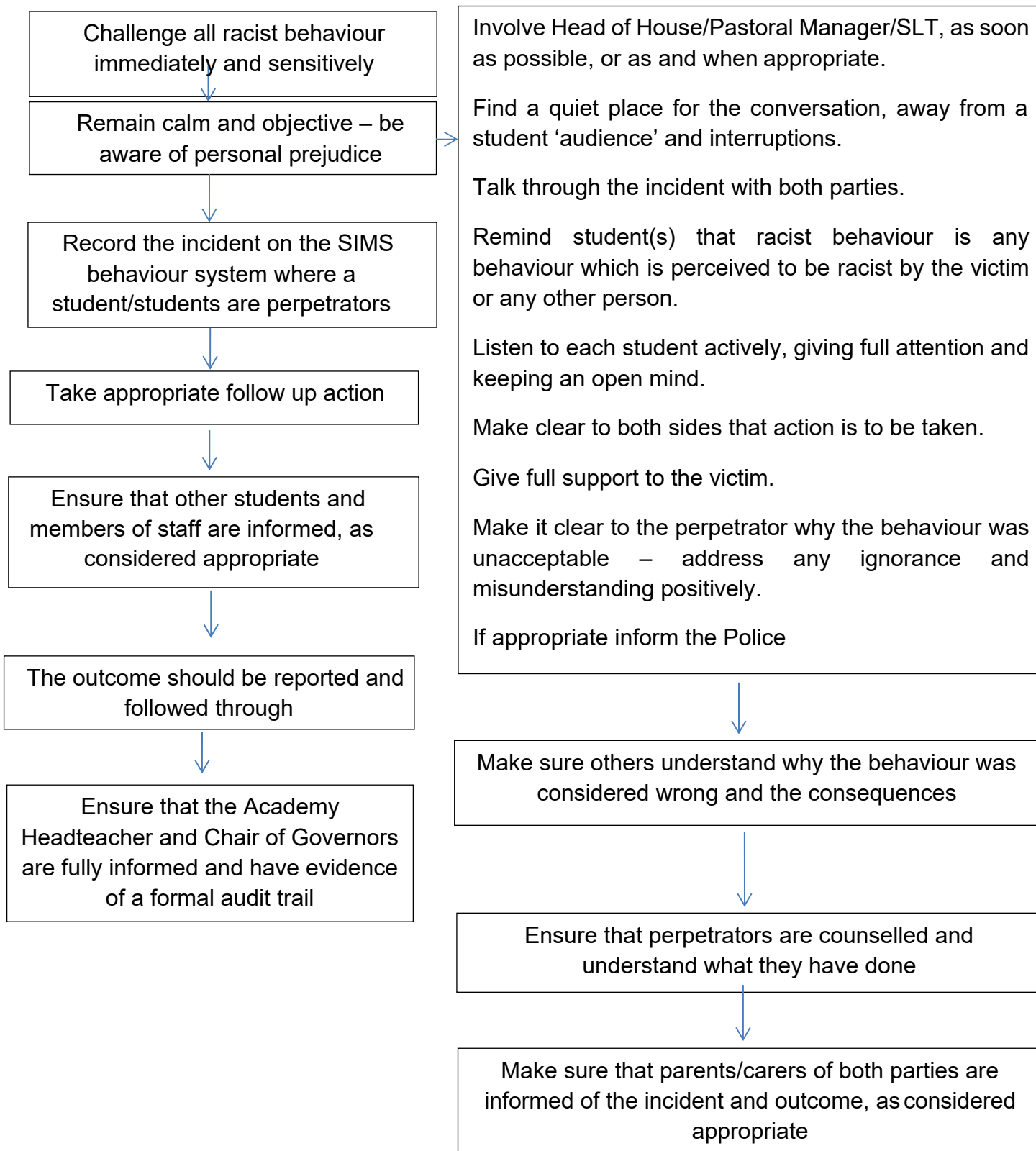
We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

11.0 PUBLISHING THE POLICY

This Equality Policy along with the Equality Objectives (*see Appendix 2) is available:

- On the school website
- As a paper copy from the Head teacher's PA
- Linked to the staff handbook
- As part of our Induction for new staff.

12.0 PROCEDURES FOR RESPONDING TO RACIST BEHAVIOUR IN SCHOOL



WHALLEY RANGE 11-18 HIGH SCHOOL

APPENDIX 2

13. EQUALITY OBJECTIVES – SEPTEMBER 2021

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Parental sessions for targeted groups SEN/EAL/INA	Attendance at sessions Feedback from parents	SZA	Ongoing	Parents' views are taken on board to inform the review of the action plans
All	Ensure all students are given the opportunity to undertake leadership activities.	Students Leaders representation monitored by protected characteristics	MCO	Ongoing	More diversity in school council membership/student leaders
All	Ensure all students are given the opportunity to engage in trips and visits	Monitor the students who have not accessed trips and visits and positively promote their inclusion across school	MCO	Ongoing	Numbers of students engaged in trips and visits increases, and numbers not partaking reduces
All	Promote an awareness of issues through the work of LGBT and Anti-Bullying ambassadors	Feedback from student voice	MCO	Ongoing	Increased confidence in students and reduction in incidents of bullying
All	Promote the emotional resilience positive mental wellbeing and physical wellbeing of our students through PSHRE curriculum opportunities	Development of resources and opportunities to promote positive wellbeing, mental health and emotional resilience	MCO	From September 2019	Increased confidence in students and positive receipt of delivery
All	Curriculum review of inclusive curriculum	Curriculum review meetings with HOF/faculties Staff voice	JBA/MLE	From September 2021	Curriculum plans are reviewed in light of inclusivity and evidence of impact in student books and faculty curriculum plans

13.0 EQUALITY OBJECTIVES – SEPTEMBER 2021

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the time frames	Early success indicators
All	Publish and promote the updated Equality Policy through the school website and staff meetings.	Parental Feedback/staff feedback. Add question to questionnaire for academic tutorial	DJO	Ongoing	Staff are familiar with the principles of the Equality Policy
All	Ensure all students are given the opportunity to undertake leadership activities.	Students Leaders representation monitored by protected characteristics	ARE APA	Ongoing	More diversity in school council membership/student leaders
All	Record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Data will be used to assess the school's response to incidents of bullying and improve practice	DJO	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced
Community cohesion	Involve local community groups in school life –EAL parent class/ SEN & EAL Forum	Feedback from parents on Parents Evening/academic tutorials	DJO	Ongoing	Increased attendance at Parents Evening by key groups
All	Promote an awareness of issues through the work of LGBT ambassadors	Feedback from student voice	AMO LDI	Ongoing	Increased confidence in students

13. EQUALITY OBJECTIVES – SEPTEMBER 2021

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Data will be used to assess the school's response to behaviour incidents	Nicolla Watts	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced
All	Promote an awareness of social cohesion and diversity issues	Form Time Activity Programme Personal Development Curriculum offer Going the Extra Mile Curriculum offer e.g. Diversity Bash Feedback from student voice	Steph Lonsdale	Ongoing	Increased confidence in students and reduction in incidents of hate crime
All	Promote the emotional resilience and positive mental wellbeing of our students through curriculum opportunities	Development of resources and opportunities to promote positive wellbeing, mental health and emotional resilience Going the Extra Mile curriculum offer Form Time Activity Programme Personal Development Curriculum offer Student Voice	Steph Lonsdale, Nicolla Watts & Becky Moules	Ongoing	Students demonstrate agency and increased resilience and are able to become independent life long learners

**Whalley Range 11-18 High School
Accessibility Plan**

2019-2022

Whalley Range 11-18 High School Accessibility Plan – 2019-2022

1.0 Vision Statement

2.0 Aims and Objectives

3.0 Contextual information

4.0 Current good practice

- Physical Environment
- Curriculum
- Information

5.0 Access Audit

6.0 Management, coordination and implementation

7.0 Accessibility Plan

1.0 Vision Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Whalley Range 11-18 High School the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.2 At Whalley Range 11-18 High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Whalley Range 11-18 High School Accessibility Plan has been developed and drawn up based upon consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Whalley Range 11-18 High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

1.3 Whalley Range 11-18 High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

1.4 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour for Learning Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs & Disability Policy and SEND Information report

1.5 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 133 students on the SEN register. Please see breakdown below.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
Cognition & Learning	18	8	17	14	13	10	0	80
Communication & Interaction	5	2	3	2	0	1	1	14
Sensory and/or Physical Needs	2	3	7	6	4	0	1	23
Social, Emotional and Mental Health	2	2	3	6	2	0	1	16
Grand Total	27	15	30	28	19	22	3	133

There are three members of staff who are registered as disabled.

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The School has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the School's site. The School has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the School will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The School will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5.0 Access Audit

5.1 The school consists of a number of two and three storey buildings, most of which are internally linked. The buildings have wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all. There are 3 lifts which can accommodate a large wheelchair which are maintained on a regular basis through a service agreement with Kone. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes 18 dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

8.0 Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.

9.0 Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term	SZA	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students are on trips	Reviewed every half term	SZA	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all pupils.	Ensure that students have access to laptops/overlays/customised pens/introduce crick software	Reviewed every half term	SZA	All SEND students have access to relevant equipment so that they can access the curriculum
To provide effective support for all SEND students taking examinations	<ul style="list-style-type: none"> • Access arrangements to be in place by relevant deadlines. • Publicise details of students entitled to access arrangements to staff each year. • Inform parents of access arrangements • Review access arrangements each term. 	Reviewed every half term	SZA	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	DCO	Modifications will be made to the school building to improve access.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed	SZA	Written information will be provided in alternative formats as necessary.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	DCO	Parents are informed of children's progress.

**Levenshulme High School
Accessibility Plan**

2019-2022

Levenshulme High School Accessibility Plan – 2019-2022

1.0 Vision Statement

2.0 Aims and Objectives

3.0 Contextual information

4.0 Current good practice

- Physical Environment
- Curriculum
- Information

5.0 Access Audit

6.0 Management, coordination and implementation

7.0 Accessibility Plan

1.0 Vision Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Levenshulme High School the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.2 At Levenshulme High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Levenshulme High School Accessibility Plan has been developed and drawn up based upon consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Levenshulme High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

1.3 Levenshulme High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless

of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

1.4 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour for Learning Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs Policy and SEND Information report

1.5 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 83 students on the SEN register. Please see breakdown below.

Year 7	Year 8	Year 9	Year 10	Year 11	Total
18	14	11	20	20	83

Some students are categorised as having more than 1 SEN descriptor and have needs that fit into multiple categories. The table below captures the number of students with an identified need in each category – so the overall total is higher than in the table above.

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
K1 Communication & Interaction	5	2	2	6	7	22
K2 Cognition & Learning	11	11	8	11	14	55

K3 Social, Emotional & Mental Health	2	1	0	12	4	19
K4 Sensory and/or Physical Needs	4	1	1	2	0	8
Grand Total	22	15	12	31	25	104

Three current members of staff are registered as disabled.

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The School has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the School's site. The School has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the School will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The School will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5.0 Access Audit

5.1 The school consists of three two and three storey buildings, all of which have wide corridors and several access points from outside. The main Hall is on the first floor and is accessible via one of two lifts. There are 5 lifts in total which can accommodate a large wheelchair which are maintained on a regular basis through a service agreement with Kone. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes six dedicated disabled parking bays. Each building has a ramped or flat entrance way and all entrances to the school have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception counter, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

7.0 Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term	DJO/LDO	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students are on trips	Reviewed every half term	DJO/LDO	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all pupils.	Ensure that students have access to laptops/overlays/customised pens/introduce crick software	Reviewed every half term	DJO/LDO	All SEND students have access to relevant equipment so that they can access the curriculum

To provide effective support for all SEND students taking examinations	<ul style="list-style-type: none"> • Access arrangements to be in place by relevant deadlines. • Publicise details of students entitled to access arrangements to staff each year. • Inform parents of access arrangements • Review access arrangements each term. 	Reviewed every half term	DJO/LDO	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	DJO/LDO	Modifications will be made to the school building to improve access.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed	SLT/LDO	Written information will be provided in alternative formats as necessary.

<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</p>	<p>Staff to hold parents' evenings by phone or send home written information.</p>	<p>Termly</p>	<p>SLT/LDO</p>	<p>Parents are informed of children's progress.</p>
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**The East Manchester Academy
Accessibility Plan**

2019 – 2022

The East Manchester Academy Accessibility Plan – 2019 to 2022

1.0 Vision Statement

2.0 Aims and Objectives

3.0 Contextual information

4.0 Current good practice

- Physical Environment
- Curriculum
- Information

5.0 Access Audit

6.0 Management, coordination and implementation

7.0 Accessibility Plan

1.0 Vision Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At The East Manchester Academy the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.2 At The East Manchester Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The East Manchester Academy Accessibility Plan has been developed and drawn up based upon consultations with students, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The East Manchester Academy Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for students with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to students, staff, parents and visitors with disabilities;

1.3 The East Manchester Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

1.4 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Cooperating for Learning and for Life Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs Policy and SEN Information report

1.5 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for students with additional needs and disabilities,
- Improve and maintain access to the physical environment
- Improve the delivery of SEND intervention,

Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 196 students on the SEN register at K level:

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Cognition & Learning	42	14	15	15	15	101
Communication & Interaction	6	8	5	8	5	32
Sensory and/or Physical Needs	0	2	2	0	0	4

Social, Emotional and Mental Health	14	28	12	17	15	86
Grand Total	62	52	34	40	35	223

There are 21 students with EHCPs:

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Cognition & Learning	1	1	1	0	0	3
Communication & Interaction	0	1	2	2	2	7
Sensory and/or Physical Needs	0	0	1	0	0	1
Social, Emotional and Mental Health	1	3	0	4	2	10
Grand Total	2	5	4	6	4	21

There is one member of staff who is registered as disabled.

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The academy has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the academy's site. The academy has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the academy will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The academy already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The academy will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

5.0 Access Audit

5.1 The school consists of a three-storey building which has wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all. There are 2 lifts which can accommodate a large wheelchair which are maintained on a regular basis through a service agreement with Kone. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes 11 dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

5.3 The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

- We will consult with experts when new situations regarding students with disabilities are experienced.

7.0 Accessibility Plan

Aim 1: To increase the extent to which students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with additional needs and or disabilities.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEND needs.	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term	HKO/RMO	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students on trips	Reviewed every half term	RMO/NDO	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all students.	Ensure that students have access to laptops/overlays/customised pens/introduce crick software	Reviewed every half term	RMO/NDO	All SEND students have access to relevant equipment so that they can access the curriculum
To provide effective support for all SEND students taking examinations	<ul style="list-style-type: none"> • Access arrangements to be in place by relevant deadlines. • Publicise details of students entitled to 	Reviewed every half term	RMO/NDO	Relevant Access arrangements will be in place to ensure that SEND students can complete their

	<p>access arrangements to staff each year.</p> <ul style="list-style-type: none"> • Inform parents of access arrangements • Review access arrangements each term. 			exams
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Aim 2: To improve the physical environment of the school to increase the extent to which students can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p> <p>Gender neutral toilets and changing facilities.</p>	<p>Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.</p>	Ongoing	DGO/RMO	<p>Modifications will be made to the school building to improve access.</p>

Aim 3: To improve the delivery of information to the families of students with additional needs and or disabilities.

Target	Strategies	Timescale	Responsibility	Outcome
<p>To ensure that all parents and other members of the school community can access information.</p>	<p>Written information will be provided in alternative formats as necessary.</p>	As needed	RMO	<p>Written information will be provided in alternative formats as necessary.</p>
<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</p>	<p>Staff to hold parents' evenings by phone or send home written information.</p>	Termly	RMO	<p>Parents are informed of children's progress.</p>