

**Mossley Hollins High School
Specialists in the Arts & Sport**

Accessibility/Equality Plan

At Mossley Hollins we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes.

**Reviewed by the Governing Body
Review**

**July 2014
December 2017**

ACCESSIBILITY PLAN (February 2014 -2017)

Mossley Hollins High School

Introduction/Context

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our Vision Statement by:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors

We recognise the need to provide adequate resources for implementing plans and will review annually in respect of progress and outcomes.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme. This access plan includes data and consultation from those schemes where they continue to be relevant.

Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

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

- **School vision statement**
- **Special Educational Needs policy**
- **Curriculum policy**
- **School evaluation and development plans**
- **Behaviour For Learning Policy**

The plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and, where possible, the wider community. The plan will be available on the school website and in hardcopy on request.

Monitoring & Review

The plan will be monitored by the governing body and may be monitored by Ofsted during inspection processes. 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 & Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be reported on annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date.

Approved:

Date:

Review Date:

Checklist for school staff and governors

- Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the School Council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidate and voters who are disabled?
- Is information gathered on disability with regard to both pupils and staff? Is this information used to make a difference?

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
 - Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.
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The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitor to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc)

Additional implications for schools

The role of a school as a service provider

- Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

- When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents/carers who may be, e.g. visually impaired, can access the information.
- Additionally, events for parents/carers such as open evenings or meetings with teachers should be held in accessible parts of the building.

Hiring transport

- School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the tax and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

- The election of parent will not be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

- It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Accessibility Plan Policy.
- Mossley Hollins High School has consulted with disabled pupils, staff and service users in the development of our Accessibility Plan Policy:
 - School assemblies awareness raising consulted with parents and staff via discussion to ensure that school's priorities match those of parents and staff
 - School Council involvement
 - Audit of PSHE curriculum

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Mossley Hollins High School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

The following examples provide good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, for time, assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.

- Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Promoting positive attitudes towards disabled people (continued)
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- PSHE programmes of study
 - Strategies to enhance transition of disabled pupils and raise awareness of existing pupils of the issues involved.

Monitoring and Reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information please contact : Stuart Wilson, Assistant Headteacher

Objective	Actions	Success Criteria	Time Scale	Monitoring Process	Who
Review and update the current support network in place for pupils.	<p>Prioritise as an item for school council agenda for one of first meetings.</p> <p>Take council proposals to pastoral leaders and SLT.</p> <p>Agree changes necessary to systems, cost and implement.</p> <p>Monitor systems and evaluate via council</p> <p>Assess progress and review new systems</p>	<p>All pupils fully aware of support systems</p> <p>Surveys show vast majority of pupils are all able to identify an adult or service in school who they feel comfortable taking problems to.</p>	March 2014 - March 2015	<p>By surveys organised by school council and fed back to assistant head (pastoral)</p> <p>By equality working group in Mar 2015 and 2016</p>	SWn / EP
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	<p>Review TA deployment</p> <p>All staff attend appropriate training. Outreach provision from external agencies.</p> <p>All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.</p> <p>Adult support is available during key times that individual children may need support e.g. lunchtimes, PE lessons, extra-curricular activities</p>	<p>Children with ASD are successfully included in all aspects of school life.</p> <p>Children who need individual adult support to participate in some activities have access to this support</p>	Reviewed annually and termly adjustments when needed.	Monitored by SENCo/SEN Governor/all teaching and support staff	SWn EP JV

Objective	Actions	Success Criteria	Time Scale	Monitoring Process	Who
<p>To reduce the incidence of inappropriate language and behaviour. E.g. homophobic, racist, sexist, etc.</p>	<p>Target opportunities to tackle this issue explicitly in school and year team assemblies and in tutor time.</p> <p>Take curriculum opportunities to reinforce the message in related topics, e.g. the Holocaust in history, relevant PSHCE and citizenship lessons, etc.</p> <p>Incorporate explicit reference to this issue in rewards and sanctions systems.</p>	<p>Inappropriate and prejudicial language viewed as unacceptable in the school community at large and pupils feel confident to correct each other when it occurs or report it to an adult if necessary.</p>	<p>Sept 2014 – July 2015 Sept 2015 Sept 2016</p>	<p>By equality working group on a yearly basis.</p> <p>Via monitoring of rewards and sanctions recorded on SIMS by pastoral team.</p>	<p>SWn / EP and HOY</p>
<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.</p>	<p>School Council representation monitored by race, gender, disability</p>	<p>More diversity in school council membership</p>	<p>From September 2014</p>	<p>Monitor School Council representatives</p>	<p>SWn / EP</p>
<p>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</p>	<p>Question about parent awareness of Equality Scheme in annual survey?</p>	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan</p>	<p>From March 2014</p>	<p>Updates on the school website and in the weekly Newsflash.</p>	<p>Headteacher</p>
<p>Monitor and analyse pupil achievement by race, gender, disability, SEN and PPI. Act on any trends or patterns in the data that require additional support for pupils.</p>	<p>Achievement data analysed by regularly by race, gender, disability, SEN and PPI.</p>	<p>Closing the attainment gap in school between groups of pupils.</p>	<p>March 2014 onwards</p>	<p>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</p>	<p>AD</p>

