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1.0 INTRODUCTION

This document sets out the responsibilities and expectations for all members of the School community in relation to safeguarding and promoting the wellbeing of children and young people at Baston House School

Implementation: Implementation is monitored by the Safeguarding Team and Senior Leadership Team supported by the Governing Body and Outcomes First Group Governor with responsibility for Safeguarding

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 POLICY

The Board of Directors and Leadership of Baston House School wish to make it clear that extremist religious views and partisan political views promoted in the teaching of any subject in the school will not be tolerated.

All members of staff are expected to offer a balanced presentation of views and opinion to pupils while they are in attendance at the school and while taking part in extra-curricular activities that are provided or organised by or on behalf of the school including through the distribution of promotional materials.

Failure to observe the above could lead to disciplinary procedures including instant dismissal.

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)



We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils, which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe, caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We are committed to providing a fully accessible environment that values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In response to the Access Audit undertaken by the Local Authority we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:

Development area	Targets	Strategies	Outcome and by when
Delivery of the curriculum	To continue to ensure staff are appropriately trained to meet the needs of all pupils Ensure dyslexic pupils can easily access printed material	Designated staff to identify training for staff expertise, utilising advisors and support services. Trained staff to share information with the rest of the team Use dyslexia friendly typeset, colour and non-glare laminates	September 2019
The physical environment of the school	Continue to assess and plan for physical adaptations to the current building to ensure the school makes every possible effort to be accessible to all. PEEPS – Personal Evacuation and Escape Plan to be written for all children that are at	Source a local builder to cost the necessary work. This will be scheduled and linked to the budget. All children and staff to have an awareness of how to exit the building safely	September 2019



	more risk than others		
Provision of information in other formats	<p>INFORMATION DDA review and action plan</p> <p>Promote equality of opportunity for staff including recruitment process</p>	<p>All staff and stake holders to be aware of action plan and involved in meeting targets</p> <p>Encourage disclosure of disability Ensure disability will not disbar the right candidate from getting the job Ensure anti-discrimination is part of our ethos</p>	September 2019
Celebration of diversity throughout the school	Promote positive attitudes to disability including celebrating diversity	<p>Celebration of diversity through PHSE & SMSC curriculum</p> <p>Implementation of anti-bullying policy</p> <p>Representations of people with disabilities to be included in signs and displays to promote equality and diversity</p>	September 2019

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

3.0 AIMS

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

4.0 RESPONSIBILITIES

The Board of Directors have:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;



- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy;
- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;

Headteacher:

- in conjunction with the Board of Directors devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Board of Directors on the procedures in place for school personnel with disabilities;
- inform the Board of Directors on the training programme for school personnel;
- identify what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identify what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- help pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualising what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising



- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel and parents;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Board of Directors on the success and development of this policy.

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;

Pupils:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Parents/carers:

- be aware of and comply with this policy;
- support the school's Code of Conduct and guidance necessary to ensure smooth running of the school

5.0 TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Inclusion
 - Special Educational Needs & Disabilities
 - Equal opportunities
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.



6.0 MONITORING

The practical application of this policy will be reviewed annually or when the need arises.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Board of Directors for further discussion and endorsement.

Document Type	Policy	Version Number	1.1
Policy Owner	Headteacher	Last Review Date	September 2018
Date First Issued	September 2017	Next Review Date	At least annually



Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion								
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			NS
		✓				✓				✓				✓				✓				✓					✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			NS
	✓				✓				✓				✓				✓				✓						✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			NS



• Local community aware of this policy	✓			
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken	✓			
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website	✓			
• School Council involved with policy development	✓			
• All stakeholders take part in questionnaires and surveys	✓			
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			

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A statement outlining the overall effectiveness of this policy

Policy Approval Form

Policy Title:	Accessibility Policy					Date when written:		
Policy written by:	Headteacher – Greg Sorrell				New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input checked="" type="checkbox"/>
Stakeholders consulted in policy production: (✓ or x)	Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date when approved by Governors:			Date when presented to stakeholders:			Date when implemented:	September 2018	
Published on:	School Website			School Prospectus			Staff Handbook	



(✓ or x)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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