



Accessibility Plan 2018-2021 Disability Equality Scheme

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INTRODUCTION

Our aim in this Disability Equality Scheme and Accessibility Plan is to respond to the legal duties including the Equality Act 2010. The scheme and plan will be updated, as appropriate, on the introduction of new regulations.

The academy is committed to valuing diversity. The approach presented in the scheme gives specific responsibilities to Governors, managers, staff, participants, students and community service users. The Trust is committed to increasing the extent to which disabled students can participate in the curriculum, to improving access in terms of the environment and to improving the delivery of information in writing to ensure better access by disabled students.

THE ACADEMY'S MISSION STATEMENT

A place for everyone – RESPECT | ENGAGE | SUCCEED

The Trust Vision: "To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background."

THE ACADEMY'S COMMITMENT

The academy is firmly committed to the principle that all students, members of staff and the community are entitled to equality of opportunity.

The academy aims to provide an environment free from discrimination and harassment which results from disability, gender, age, national or ethnic origin, sexual orientation or religious affiliation and will take action to ensure this is embedded in the culture.

The following protected characteristics sit under the Equality Act 2010:

- age
- gender
- disability (including mental health issues, as detailed in the Mental Health Act 1983 and the Mental Capacity Act of 2005)
- race
- marriage and civil partnership
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity.

The Disability Equality Scheme and Accessibility Plan should be read in conjunction with The Pingle Academy Equality Objective Statement and The Trust Equality Policy.

The academy's equality objectives have been designed to support the academy's vision and mission statement and to achieve legal compliance.

This scheme identifies a responsibility for all individuals within the academy, including staff, students, service users and Governors, to ensure that the environment in which we operate is, as much as possible, free from prejudice and discrimination. Management responsibilities to ensure equality are also presented.

The Public Sector Equality Duty requires the academy to ensure that it will take steps to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relationships.

Further information can be obtained from:

<https://www.gov.uk/guidance/equality-act-2010-guidance> and www.equalityhumanrights.com

These web pages also contain details on the Public Sector Equality Duty, covering all 'protected characteristics'; with useful definitions of the following:

- failure to make reasonable adjustments

- discrimination arising from disability
- victimisation
- harassment
- indirect discrimination
- association and perception discrimination
- direct discrimination.

OUR ACADEMY WITHIN THE WIDER CONTEXT

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Data shows:

- 94.17% of our academy population describe themselves as White British
- 3.3% are BME
- the home language is English in 95.75% of the homes
- 15.9% of the academy are eligible for free academy meals
- 0.69% of students are currently looked after by local authorities
- 5.03% of students have statements
- 48.5% of students are female and 51.5% are male.

OUR APPROACH

We seek to embed equality of access, opportunity and outcome for all members of our academy community, within all aspects of academy life.

Key concepts:

- identify commonality, shared values and aspirations
- value difference and diversity. We look for ways of celebrating and understanding these concepts
- social cohesion within our academy and within our local community
- inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world
- explore and value personal and cultural identity
- fairness and social justice – develop our understanding of the inequality that exists in society and explore ways to address this.

OUR VISION STATEMENT ABOUT EQUALITY

The Pingle Academy seeks to foster a safe, welcoming and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to access, participation and learning and that we create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We maintain high expectations and positive aspirations for all students.

OUR DUTIES

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole academy community in the process in order to ensure better outcomes for all.

We are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of academy life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- learning and teaching and the planned curriculum
- the engagement, participation and involvement of a broad and diverse range of students, their parents/carers and partner agencies
- preparation for entry to the academy
- academy policies
- breaks and lunchtimes

- the provision of academy meals
- interaction with peers
- opportunities for assessment and accreditation
- examination access arrangements
- behaviour management approach and sanctions
- exclusion procedures/rewards opportunities
- academy clubs, activities and academy visits
- the academy's arrangements for working with other agencies
- preparation of students for the next phase of education
- classroom organisation
- timetabling
- grouping of students
- homework
- access to academy facilities
- activities to enrich the curriculum
- academy sports
- employees' welfare.

THE ROLES AND RESPONSIBILITIES WITHIN OUR ACADEMY COMMUNITY

The Principal will:

- ensure that staff, parents/carers and students are informed about this policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy, which is also reflective of the needs of the cohort.
- develop partnerships with external agencies regarding the policy so that the academy's actions are in line with the best advice available
- monitor and evaluate the policy, making adaptations if required and making available to Governors
- ensure that the Leadership Team is kept up to date with any development affecting the policy or actions arising from it.

The Governing Body will:

- designate a Governor (Mr G Thompson) with specific responsibility for the Equality Scheme
- ensure that any action plans are monitored through this Governor
- support the Principal in implementing any actions necessary
- engage with parents/carers and partner agencies about the policy
- evaluate and review the policy.

The Leadership Team will:

- have responsibility for supporting staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- with the Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme.

The students will:

- understand how the policy relates to them, appropriate to age and ability
- be expected to act in accordance with the scheme.

The parents and carers will:

- have access to the policy through a range of different media appropriate to their requirement
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child.

The academy staff will:

- be involved in the on-going development of the scheme
- be fully aware of the Equality scheme and how it relates to them
- understand that this is a whole academy issue and support the Equality scheme
- make known any queries or training requirements.

STAFF

We aim to ensure equality through the employment cycle. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes protection from discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

Monitoring data will be gathered as part of the recruitment and selection process. All disabled applicants who meet the essential criteria for posts are guaranteed an interview.

Staff data (disability): 1.6%

Staff data (BME): 3.3%

STAFF TRAINING AND DEVELOPMENT

Staff training will be instigated in the academy. There is an ongoing need for staff training and development, to increase awareness and sensitivity to needs associated with all the protected characteristics and also to develop the capacity of each member of staff to fulfil the responsibilities associated with their role.

CONSULTATION AND INVOLVEMENT

Methods for consultation and involvement:

- consultation questions accompanying the scheme
- forums for staff, students and service users
- surveys of staff, students and service users
- liaison with union representatives
- advocacy through student voice, Student and Parent Services and SENDCo.

ACCESSIBILITY OF INFORMATION

The academy has ensured accessibility of information. Information provided via the internet has been reviewed to ensure that the content is non-discriminatory.

Information for students and parents/carers with additional needs will be available on request in various formats depending on individual needs, e.g.

- large print
- simplified or modified language or diagrams
- audio
- orally
- differentiation of work
- in various formats – worksheets, notices etc
- on the academy website
- by email
- by text

Identifying the appropriate format depends on the student's needs, subject level and content. Subject teachers work with the SENDCo, Teaching Assistants and external agencies to help determine the most appropriate format that should be used. Parents/carers are encouraged to ask if they need access to printed materials in a different format.

Members of the Leadership Team and Heads of Faculties look carefully at lesson observations, starters and plenaries, literacy and learning throughout the academy, CPD needs for INSET training etc, in order to maintain support and consistency of learning for all students within the academy.

ACCESSIBILITY OF BUILDINGS AND OTHER AREAS

Commitment to accessibility has been, and remains, a feature of the work undertaken on academy building projects, IT services and the development of general site arrangements. We have aimed to achieve full DDA compliance in our major building projects to continue to revitalise the buildings with the involvement of disabled staff, students and service users, to shape our thoughts and assist the development of building design. We strive to stay up to date with the latest regulations and innovations, which can mean that previous

accessibility work may need to be re-visited. We embrace the challenge of change to continually improve accessibility to all groups.

The academy has some excellent facilities, for example an all weather pitch and Sports Hall as well as a Sixth Form, Performing Arts Centre, all of which have disabled access.

The academy is constantly working towards improving its buildings

An audit of the academy has enabled us to prioritise future upgrade of areas.

Learning Support Base (ERS) is too small for numbers of students and staff currently placed. (30 students, 10 staff as well as storage for resources and equipment). Office space within the Learning Support Faculty is limited, so an additional space nearby has been allocated.

The ARC has been given a capital injection from the LA to expand their area.

OFSTED REQUIREMENTS

We have taken into account the approach described in the Common Inspection Framework. Inspectors will consider how effectively a provider actively promotes equality and diversity, tackles discrimination and narrows any achievement gap.

ACTION PLAN

The action plan is presented in relation to the equality objectives. It describes the steps the academy will take to comply with the general equality duty and includes SMART targets.

ARRANGEMENTS FOR MONITORING, REVIEW AND PUBLICATION MONITORING

Progress towards the Equality Objective Statement will continue to be reviewed annually to the LGB. The Disability Equality Scheme and Accessibility Plan will be reviewed, including consultation with staff, students, parents/carers, LGB and service users and republished every 3 years.

EVIDENCE BASE/EVALUATION AND MONITORING

The sources of evidence used by the academy to assess how well it is delivering equality include:

- data on outcomes for students
- the views of users
- reports from external agencies
- the academy's HR report, covering employment equality monitoring (via Personnel)
- learning and teaching reports.

We expect students and staff alike to take an active stand against all forms of discrimination and always to report it:

- to any teacher
- to the Form Tutor
- to a member of the Leadership Team
- to a line manager
- to an academy Prefect/peer mentor.

All incidents of a racist nature are logged and dealt with as they occur and reported to the LGB. Regular monitoring of bullying takes place and our academy Anti-Bullying Policy was last reviewed in September 2018.

Appendix 1 – Action Plan

Disability Equality Scheme and Accessibility Plan – Objectives 2018-2021

Objective	Responsible personnel	Suggested strategies	Measurable success indicators	Time element	Costs	Training element	Engagement/consultation
1. To provide a safe, caring and disciplined environment, free from abuse, harassment and discrimination for all students, staff and service users	<ul style="list-style-type: none"> •All staff (monitored by JDO) •Union reps •LGB •Service users' leaders 	<ul style="list-style-type: none"> •Complete analysis of surveys •Students, staff and service users aware of their rights and responsibilities as part of induction process including complaints procedures and safeguarding 	<ul style="list-style-type: none"> •Students feel safe (outcome of bullying questionnaire, student, parental perception, staff perception surveys) 	By July 2019	Time	<ul style="list-style-type: none"> •Induction process 	<ul style="list-style-type: none"> •Personnel (staff induction) •Year 7 Progress Leader/post 16 •JDO •Business manager
2. Support student success and continually narrow the gap of vulnerable groups to make at least expected progress in English, maths and/or science	<ul style="list-style-type: none"> •All staff •HOFs •Student and Parent Services Manager •JDO •SHA 	<ul style="list-style-type: none"> •Effective use of Pupil Premium 	<ul style="list-style-type: none"> •All students on FSM, PP, SEND, BME, CIC make at least expected progress given their starting points 	By July 2019 and ongoing monitoring	Time	<ul style="list-style-type: none"> •Ongoing see CPD programme 	<ul style="list-style-type: none"> •Data manager •CPD
3. To raise the skills of staff to promote fairness, equality, respect and understanding	<ul style="list-style-type: none"> •CPD coordinator •Safeguarding manager •Personnel 	<ul style="list-style-type: none"> •Regular updates as appropriate during CPD •Policies on the website •JDO – transgender work 	<ul style="list-style-type: none"> •All staff including LGB trained in safeguarding •All staff aware of Disability Equality Scheme 	Ongoing as part of induction and regular updates	CPD time	<ul style="list-style-type: none"> •Regular updates for staff and LGB 	<ul style="list-style-type: none"> •Personnel •Safeguarding manager •CPD coordinator
4. To raise awareness to students to promote fairness, equality, respect and understanding between diverse groups	<ul style="list-style-type: none"> •JDO 	<ul style="list-style-type: none"> •Disclosures to staff •PSHE – inc theatre groups •Assemblies/pastoral programme •Peer mentors 	<ul style="list-style-type: none"> •All students aware of how to report incidents of harassment and bullying 	Ongoing	Resources		<ul style="list-style-type: none"> •HOF PSHE •Assembly coordinator •Progress Leaders

<p>5. Improve effectiveness of Equal Opportunities including monitoring</p>	<ul style="list-style-type: none"> • Personnel • Principal/ Vice Principal • LGB • KS4/5 coordinator • Careers advisors 	<ul style="list-style-type: none"> • Complete survey of staff applications/appointments and CPD opportunities • Complete audit of student destinations with respect to identified vulnerable groups • Provide training for staff on aspects of SEND, • Secure system of PM inc TAs 	<ul style="list-style-type: none"> • Detailed analysis of staff applications/appts to inform future planning • Evidence that all students have an appropriate destination • Staff will have more effective awareness of working with SEND (etc) students in the classroom 	<p>Ongoing</p>	<p>CPD time</p>	<ul style="list-style-type: none"> • SEND specialists deliver CPD 	<ul style="list-style-type: none"> • KS4/5 coordinators • Careers advisors • CPD coordinator • Work related learning personnel • Vice Principal (KS4) • SENDCo
<p>6. Reduce exclusion rates of students in identified vulnerable groups, e.g. SEND, CIC</p>	<ul style="list-style-type: none"> • Principal/ LGB • Head of Student and Parent Services • SENDCo • Progress Leaders • Vice & Assistant Principals • DRI 	<ul style="list-style-type: none"> • Analyse exclusion rates of vulnerable groups • Fully embed behaviour structure • Analyse effectiveness of interventions • Evaluate effectiveness of current alternate provision with a focus for future planning • Review SEMH support structures and track interventions to improve outcomes • Strengthen links between SEND and behaviour to ensure clarification of need and consistency of support for students • Ensure all staff have current and relevant information regarding students and are aware of where to seek support • Rigorous tracking of students to ensure all support avenues have been implemented. • Close liaison with parents/carers and agencies to address the needs of students. 	<ul style="list-style-type: none"> • Number of exclusions reduced 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Time • Visits • Intervention • TA support • External services • Training costs 	<ul style="list-style-type: none"> • Staff CPD 	<ul style="list-style-type: none"> • Alternate providers • Head of Student and Parent Services • Work related learning personnel • EP Service • BSS • LA • SEMH professionals

		<ul style="list-style-type: none"> • Seek LA support where alternative provision is needed. Training from EP and other professionals to equip staff with relevant skills to address behaviour De-escalation training 					
7. To embed and advance our SEND practices in response to the SEND Code of Practice, 2014.	<ul style="list-style-type: none"> • SENDCo • LT link • All staff • Chair of LGB 	<ul style="list-style-type: none"> • INSET • Update the sharing of SEND information • Implementation of tracking procedures to embed the graduated approach • Review of current practices to include transition, use of adults in the classroom and access arrangements. • Upgrade the SEND register • Implementation and evaluation of new transition procedures • SEND referral protocol • Access Arrangement protocol • Update the Intervention and Behaviour tracking linked to outcomes and impact • Liaison within Faculties to share good practice. • Involvement from local schools to work together to meet need. • Parent/carer meetings • Involvement of LA, e.g. LIO, outside agencies • Staff training to identify need and create inclusive classrooms 	<ul style="list-style-type: none"> • Local offer on academy website • SEND register • SSP records • SEND intervention records • Access Arrangement review documents • Intervention tracking • Behaviour tracking • Transition data • Increased staff confidence shown in reduced SEND referrals • Implementation of wave one – evidenced through learning walks, lesson observations and SEND intervention records 	By Sept 2019 and ongoing	<ul style="list-style-type: none"> • INSET time • EP • Training costs 	<ul style="list-style-type: none"> • All staff INSET 	<ul style="list-style-type: none"> • LA • Outside agencies • SENDCo • Alternative providers • INSET co-ordinator
8. Engage parents/carers and partner agencies about the accessibility policy	<ul style="list-style-type: none"> • LGB 	<ul style="list-style-type: none"> • Attendance at Parents'/Carers' Evenings and other events 	<ul style="list-style-type: none"> • Positive feedback from parents/carers 	Sept 2018-July 2019	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Clerk to advise 	<ul style="list-style-type: none"> • Principal • Chair of Governors

Appendix 2 – Accessibility Plan 2018-2021

IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Lead responsibility & key personnel	Resources & costing	Performance indicators/exit criteria	Monitor & review
Short term	(1) Review of KS3 curriculum in core subjects to ensure breadth of differentiation is available to those students working well below age expected at the end of KS2	KRO/SBE/DPA/SENDCo	Time	SEND students have a core curriculum that is accessible and promotes progress towards accessing the full breadth of KS3 study	SENDCo
	(2) Review curriculum for SEND students in KS4 to broaden choice.	SHA/SENDCo	Time	Raised levels of achievement.	SHA/VSH
Short & Medium term	(3) Review deployment of SEND staff to target identified groups making less than expected progress after wave one/exposure to QFT.	SENDCo	Time	Raised levels of achievement/ more effective support.	SENCo
Medium Term	(4) Improve mechanisms for gathering evidence/tracking progress to ensure students are accessing QFT and appropriate interventions are in place, and monitored for impact.	SENDCo/SHA/ NTO	Time Intervention costs – staffing & resources	Staff can evidence through planning and the use of SEND intervention records the implementation of wave one, QFT strategies. A termly report to show the students accessing intervention and a clear indicator of the progress made (impact) and review of costs (value for money)	NTO SENDCo
Long term	(5) Ensure appropriate provision is in place to support our EAL students.	V Tomlin L Amos SENDCo	Time	Report on the provision for and monitoring of our EAL students .	SENDCo
Short term	(6) Adapt learning walk/lesson observation process to ensure checks are made in relation to the accessibility plan	MHA	Time	Evidence of accessibility monitoring in observation paperwork	VSH

(1) Review undertaken by core faculties in response to updated transition data. Adapted KS3 curriculum and interventions implemented in September 2018

(2) Students in LSB are considered for inclusion in vocational courses/experiences at KS4.

(3) Staff CDP is delivered to embed QFT/Wave one strategies to increase staff/student independence. TA/ISA roles are constantly reviewed regarding interventions/support. SENDCo regularly revises TA/ISA timetables. Intervention reports to be added to data file on shared drive so all staff can access. Intervention provision grids emailed to all staff on a six-weekly basis. English/Mathematics 1:1 assessments are in place for Year 7 students achieving Level 3 or below in KS2 SATs.

(4) SENDCo implementation of SEND documentation onto the staff portal and use of online student files (including SSPs and SEND intervention records). Behaviour leaders and Intervention Lead to review and update current tracking systems to ensure outcomes are included. Costings and ratios are also embedded into tracking/monitoring documents.

Appendix 2 – Accessibility Plan 2018-2021

IMPROVING THE PHYSICAL ENVIRONMENT

Target	Action	Lead responsibility & key personnel	Resources & costing	Performance indicators/exit criteria	Monitor & review
Short term	Damaged and missed yellow strips on stairs throughout the academy to be replaced	Business Manager Premises Manager	Yellow strips in stock. Further rolls £50	Strips to be in place by January 2019	LLE
Short term	Visually impaired student – yellow strips to be placed on trip hazards. Risk assessment required of academy site	SENDCo Business Manager Premises Manager	Yellow strips £50	Strips to be in place by January 2019	LLE
Short term	Wheelchair access limited from main corridor to dining hall – ramp required for two lots of stairs, though risk needs to be assessed	Business Manager Premises Manager	DCC will not support funding due to an 'accessible school' in the area. Ramps to be purchased by the academy for £100 for 5ft ramp. Premises to measure and risk assess.	Ramp purchased by January 2019	LLE
Short term	To ensure disability/larger signs throughout the academy and the new Mathematics block	Business Manager Premises Team	Resources £100-200	Continuous programme of renewal and changes/new builds	LLE/VSH
Medium term	Flashing fire alarm lights to be investigated for hearing impaired students	Business Manager Premises Team	Trust – CIF bid – Health and Safety costs to be investigated	In place by September 2019	LLE/VSH
Long term	Visually impaired – buddy system for fire alarms	SEND team	N/A	SEND implementing immediately	VSH
Medium term	To ensure plans of all new buildings meet requirements of AP/DDA/DES, contrast of colours/lights/signage/handrails including fire points for wheelchairs	Business Manager Premises Team	New plans required for whole academy	Ongoing	LLE
Short term	Fire plan/route for wheelchair bound students	SENDCo Business Manager Premises Team	N/A	Plan to be in place by January 2019	LSL/VSH

Appendix 2 – Accessibility Plan 2018-2021

IMPROVING THE AVAILABILITY OF ACCESSIBLE INFORMATION TO DISABLED STUDENTS

Target	Action	Lead responsibility & key personnel	Resources & costing	Performance indicators/exit criteria	Monitor & review
Short term	(1) Ensure written resources are accessible, e.g. enlarged format and using iPads/laptops as appropriate	SENDCo/Head of ERS	Time	Improved access to curriculum	Ongoing
Medium term	(2) Put definition of disability on academy newsletter/add to staff bulletin	VSH/SENDCo	Time	Increased support for parents ongoing each year	SENDCo/VSH
Medium term	(3) Readability level of written communication to parents to be reviewed	Whole staff issue	Time	July 2019	VSH
Medium term	(4) Curriculum content to be differentiated	Heads of Faculties	Time	July 2019	SENDCo
Short term	(5) TAs/ISAs deployed by SENDCo according to need	SENDCo	Time	Student needs identified and met	VSH
Medium term	(6) Comprehensive transition work to highlight nurture group and equip staff with data/needs and strategies to plan effectively for inclusion	SENDCo/Heads of Faculties	Time	Students engaged in learning and accessing curriculum leading to progress in-line or above expectations	VSH
Medium term	(7) Input from agencies as appropriate	SENDCo	Time	Specialist support given	VSH

Use of TA/ISA in faculties and the comprehensive transition work to highlight our new nurture group and equip staff with student data to plan effectively for inclusion.