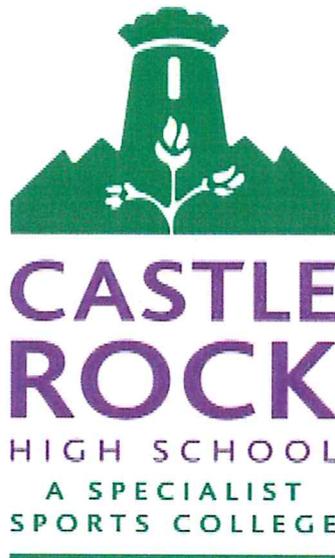


CASTLE ROCK HIGH SCHOOL – A SPECIALIST SPORTS COLLEGE



EQUALITY AND ACCESSIBILITY POLICY

Reviewed	July 2017
Approved by Governors	14 th September 2017
Governing Committee Approved	Full Governing Body
Signed (Chair of Governors)	
To be Reviewed	July 2018

Castle Rock High School is committed to positively promote equality, not merely to avoid discrimination.

The Equality Act, 2010, protects people from discrimination on the basis of 'protected characteristics'. That is:

- Age
- Disability
- Pregnancy and maternity
- Religion and belief
- Race
- Sex
- Sexual orientation
- Gender reassignment
- Marriage and civil partnerships

We have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act, 2010.
- 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.

We recognise that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our Equality Objectives September 2015 – September 2018

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on the areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

1. All students to make expected progress towards their attainment targets. This will be measured in each of the six review periods.
2. To achieve outstanding attendance i.e. 95% overall with persistent absence of no more than 5%. To ensure that no particular group in the school is over-represented in the persistent absence statistics thereby ensuring that all students have access to the curriculum. This will be measured by analysis of attendance data.
3. To sustain outstanding behaviour and safety in all years; Permanent Exclusions and Fixed Term Exclusions are kept to a minimum. To ensure that no particular group in the school is over – represented. This will be measured by analysis of behaviour data.
4. All new buildings, refurbishments and facilities will be planned to take account of the needs of all users in respect of equality of access. We will ensure disability access to the school is audited each year as detailed in our accessibility plan.
5. To ensure that there is easy access to information, taking into account protected characteristics.

Responsibilities

The governors are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- monitoring progress toward equality objectives

The Head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure that the equality and access plan is readily available and that the governors, staff, students and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality and in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relationships between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities related to equalities.

Information about the student population (as of 29th August 2017)

Whole School Population: 573			
Total Boys: 299		Total Girls:274	
Total SEND: 123		Total non SEND: 450	
Total SEND Support: 90		Total EHCP/statement: 13	
White British	Boys: 271	Girls: 255	Total: 526
Mixed Race	Boys: 4	Girls: 2	Total: 6
Any other White	Boys: 8	Girls: 9	Total: 17
Asian	Boys: 0	Girls: 0	Total: 0
White and Black Caribbean	Boys: 4	Girls: 2	Total: 6
White and Black African	Boys: 2	Girls: 0	Total: 2
Pupil Premium	Boys: 88	Girls: 89	Total: 177
Traveller (Irish Heritage)	Boys: 1	Girls: 0	Total: 1
Indian	Boys: 1	Girls: 0	Total: 1
Chinese	Boys: 0	Girls: 0	Total: 0
Refused	Boys: 2	Girls: 1	Total: 3

There are zero pregnancies amongst the student body.

Please note:

We do not collect data on the sexual orientation of our students, but as a school we are aware that there may be a number of equality issues for those persons who share this protected characteristic.

We do not collect data on students with regard to gender reassignment but recognise that those persons who share this protected characteristic may experience discrimination and harassment.

ACCESSIBILITY PLAN

Introduction

Castle Rock High School is a state of the art 21st century building, built to the requirements of the DDA. Specifically it has easy access disabled parking spaces close to the main entrance. Entrance to both floors of the building for the wheelchair bound is at ground floor level. Corridors and doors have been constructed to allow easy movement and egress. There is a lift to allow access to both floors of the building. Social and sanitary requirements have been catered for in terms of a special changing, shower and toileting area on the lower ground floor. The employment of specialist auditory amplification systems in a number of classroom areas also overcomes any issues for auditory impaired. “Rise and Fall” desks are available in every subject area for the wheelchair bound. Further specific details are outlined below:

Vision and values

- The Staff and Governors of Castle Rock High School are committed to providing an education of the highest quality for all Students and to create a school which is viewed as a centre of excellence in the local community.
- The school is inclusive and is committed to equality of opportunity for all pupils.
- The school addresses and strives to remove potential barriers to learning.
- It is the responsibility of each member of staff to support the school in identifying and removing such barriers to learning

The main beneficiaries of the Accessibility Plan are disabled students (as defined in the Disability Discrimination Act 2005) and disabled prospective pupils and parents/carers.

Priorities

The plan has three interlinked elements:

1. Increasing the extent to which disabled students can participate in the school curriculum by:
 - ❖ Providing for all students a curriculum which is appropriate to their needs.
 - ❖ Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:
 - ❖ Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments).
 - ❖ Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.
3. Improving the provision of information in a range of formats for disabled students by:
 - ❖ Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

Improving Access to the Environment

Statement	Evidence	Action Required
The layout of areas allows access for all pupils, such as		
Academic areas: eg, classrooms, hall, library	Ground Floor access Lift Rise & Fall desks Audible amplification system	
Sporting Areas: eg, gym, outdoor sporting facilities	Ground Floor access Lift Rise & Fall desks	
Social areas: eg, dining hall, reception, common room	Ground Floor access Lift Hearing Loop connected to audio system in Main Hall for productions etc. Hearing loop with microphone fitted to SLT office – can be used for meetings with parents and students.	
Play areas: eg, playground, wet play area	Ground Floor access Lift	
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps. When the lift is out of action – member of staff to take student between floors using outside access. This will require student to leave lessons approx. 10 mins early and to be accompanied as outside locks will need to be opened and relocked. When weather is too inclement student may need to complete their work on the floor they are presently on.	Ground Floor access Lift Wide corridors Lower lockers Wide doors This arrangement was successfully used from 2008 in consultation with parents of disabled and injured students.	
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.	Special toileting area	

Pathways around school are safe and well signed. Parking arrangements are logical and safe	Wide play areas and paths Disabled parking at front of school Fencing and signage completed 2013	
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	See Emergency Evacuation Plan	
Tactile signs, including lifts with tactile buttons help disabled learners to use the building.		Signs still to come
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy		
All areas are well lit	Lighting in toilets needs to be constantly on when someone is in – completed 2013	Lighting on lower floor needs to be improved.
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Rooms designed acoustically for pupils with impaired hearing. Audible amplification systems in some rooms Further training and trials to be undertaken with Hearing Impaired service. May need to install systems in Science and PE. May need more keys to enable easier access to system. Tests proved not necessary – soundboards installed in science to reduce echo effect 2012	
Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	Available in all classrooms	

Improving access to the Curriculum

Statement	Evidence	Action Required
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Training has been provided for hearing impaired students. Training has been provided for autistic students. Training has been provided for EBD students Use of PIVATs throughout the school for pupils working towards AT level 1 of National Curriculum as required Physiotherapy training as required – also specialist sports training	Further appropriate training for relevant staff as and when required.
Classrooms are optimally organised for disabled pupils	Blinds to aid vision Carpets to aid acoustics	Layout will need adjusting when we have students in wheelchairs
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Refer to subject schemes of work. Ofsted feedback.	
All pupils are encouraged to take part in music, drama, and physical activities	All lessons are inclusive. Ofsted report.	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	There is a yearly training programme established for this. Additional targeted help during examinations are organised by SENCO.	Further training will be needed to cope with the needs of specific pupils.
All staff plan for additional time required by some disabled pupils to use equipment		Further training will be needed to cope with the needs of specific pupils.
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport		Further training will be needed to cope with the needs of specific pupils.
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils		Specific hardware and software will need to be purchased for pupils specific needs as required

<p>School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment</p>	<p>This has been school practice, though after consultation with parents, some activities have been adapted to suit the needs of pupil's impairments.</p>	
<p>All staff have high expectations for all pupils</p>	<p>School has a range of quality marks.</p>	
<p>All staff strive to remove barriers to learning and participation</p>	<p>School has an intervention plan and Basic Skill mark. Extra support for pupils with speech and language difficulties. Staff trained to administer medication and help with toileting needs.</p>	<p>Train staff in moving and handling techniques.</p>

Improving access to information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Yearly training programme for all staff – hearing impaired. Training for TAs, teachers in Sign a long/Makaton	
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger on buff paper	Standard sentence that allows audience to request information in other formats added in 2011	
The school liaises with LEA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Leaflets available from the school or County Hall.	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using data projectors/Powerpoint presentations etc	<ul style="list-style-type: none"> • Open Evening • Induction Evening • Student Guides • Staff on hand to provide information in foyer 	

Increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Time frame	Goal Achieved
<p>Raised awareness of the curriculum needs of pupils with</p> <ul style="list-style-type: none"> • Autistic spectrum disorder • Language and communication disorders • Severe learning difficulties • Physical disability • Visual impairment • Hearing impairment <p>for whole staff.</p>	<p>Programme of INSET at whole school staff meetings.</p> <p>Individual pupils to be subject to the LA's policy which usually involves being assessed by the LA's Occupational Therapist. This will result in a statement of needs in terms of specialist equipment to be provided for the pupil.</p>	<p>Overview of the needs of particular groups of pupils for all teaching staff</p> <p>Pupils specialist equipment needs met.</p>	Yearly as applicable	Increased access to the curriculum for all groups
<p>Clarification of support role of school staff in meeting needs of pupils with Speech and Language Difficulties</p>	<p>Work with SEN Service and STS to agree rôle of school staff in supporting individual children</p>	<p>Appropriate support for pupils with speech and language difficulties from school resources.</p>	Yearly as applicable	Increased access to the curriculum through specialised support for pupils with speech and language difficulties
<p>Training for staff on differentiation by teaching and learning styles.</p> <p>Training for staff on the identification of reading and writing difficulties</p>	<p>Audit skills and competencies of staff, identify teachers to benefit from training in differentiation by teaching and learning style.</p> <p>Use of SuccessMaker to improve pupils' literacy capabilities</p>	<p>Staff enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.</p> <p>Pupils' literacy skills improved.</p>	Yearly as applicable	

Increase the extent to which disabled pupils can participate in the school curriculum *continued*

Targets	Strategies	Outcome	Time frame	Goal Achieved
Train identified personnel to administer medication	Consultation with partners in the Health Authority and SEN Service. Identify suitable personnel. Provide training	Clear agreed procedure for administering medication	Yearly as applicable	Access to whole school curriculum.
Accommodate toileting and care needs of incontinent pupils	Audit the environment. Consult with health Authority partners. Provide suitable environment. Train staff in <ul style="list-style-type: none"> • Toilet training techniques • Ways of meeting needs of pupils who are incontinent 	Sensitive procedures for efficient care of pupils who are incontinent. Agreed procedures for sensitive toilet training	Yearly as applicable	Access to whole school curriculum and increased inclusion.
Train personnel in moving and handling techniques	Identify staff to be trained. Training provided by SEN Service	Appropriately trained staff to move and handle pupils with physical disabilities	Yearly as applicable	Increased inclusion and access to curriculum
Training for TAs, teachers in Sign a long/Makaton	Identify personnel for training – agree with SEN Service	School staff able to communicate with pupils who require sign a long as a form of communication. Pupils taught sign a long	Yearly as applicable	Pupils using sign a long for communication accessing the curriculum on own terms
Use of PIVATs throughout the school for pupils working towards AT level 1 of National Curriculum	Training in use of PIVATs cascaded to the whole school	Effective way of measuring pupil progress – assisting target setting	Yearly as applicable	Effective target setting and increased curriculum access for pupils with severe learning difficulties.

<p>Training for teacher(s), TA(s) in one of the following low incidence needs</p> <p>Hearing impairment</p> <p>Visual impairment</p> <p>Sensory impairment</p> <p>Autistic Spectrum Disorder</p> <p>Speech and Language Difficulties</p> <p>Specific Learning Difficulties</p>	<p>Application for an accredited training course</p>	<p>Teachers TA(s) with specialist training/qualifications</p>	<p>Yearly as applicable</p>	<p>Quality Specialist Support within school – Increased curriculum access.</p>
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Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Time frame	Goal Achieved
Availability of written material in alternative formats	SEN Service provides consultation to inform schools of services available in the LA for converting written information into alternative formats	Ability of school to ensure availability of material in alternative formats as required	Yearly as applicable	Delivery of information to disabled pupils improved
School to be able to produce large print transcriptions	School staff trained by SEN Service to produce materials in large print	School to produce large print materials as required for students	Yearly as applicable	Delivery of information to disabled pupils improved.
School to be able to produce symbol materials	Purchase appropriate software and training in production of symbol materials	School to respond immediately to needs of pupils requiring pictorial support materials	Yearly as applicable	Delivery of information to disabled pupils improved.
To maintain above practice and review on annual basis		Information available for parents/carers and pupils in a variety of formats	Yearly as applicable	