

Type of Policy	MAT Policy to adopt in full ✓ MAT Policy to use in conjunction with Local Academy LGB Policy Local Academy LGB Policy
Review Frequency:	Every 2 years or in response to change in legislation or Government Policy; Equality Objectives updated every 2 years; Annually publication of information on how the individual Academies are meeting the aims of the Public Sector Equality Duty (PSED) Accessibility Plan for Disabled Students (and Staff?) reviewed regularly
MAT Approval Body:	TBC
MAT Director Responsible:	[TBC]
Date of Last MAT Review:	26 th May 2016
Date of Next MAT Review:	1 st May 2020
Other People:	[Name and role of other key person or people required to ensure adoption and implementation of the policy across the MAT]
Appendices:	A: The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014 B: Equality Objectives and Progress Towards them for the Individual Academy C: Accessibility Plan for the Individual Academy – Exemplar
Related Legislation:	The Equality Act 2010 Human Rights Act 1998 Section 19 of the Education Act 1996
To be Read in Conjunction with Exceptional MAT or Academy Policy:	All EET and Academy policies to consider Equality implications In particular: Safeguarding; All Bullying Policies; SEN & Inclusion Policy; e-safety Policy
Signed by the Chair of Board of Directors on behalf of The Exceptional Education Trust:	Date: No of Pages in addition to this Cover Page: 17

EET Equality and Inclusion Policy

- 1.1 The purpose of this policy is to ensure that individual Academies within The Exceptional Education MAT have clarity in relation to the general equality duty and specific duties that all schools are required to meet under the Equalities Act of 2010 and to promote and inclusive Academy community.

2. Aims

- 2.1 The aim of the policy is to ensure that all students who attend [the Academies within the Exceptional Education Trust] will have fair and equal access to a high quality education and opportunities for development.
- 2.2 It is also the aim this of this policy to ensure that all students and staff at [The Exceptional Education Trust Academies] are not directly or indirectly discriminated against, harassed or victimised because they belong to, are perceived to belong to a protected group, or are associated with a person or people that belong to a protected group.
- 2.3 To maintain the good reputation of The Exceptional Education Trust and the Academies that belong to it by implementing this policy fairly and consistently in all instances to limit any complaint or legal actions again the Trust or the Academies within it.

3. Responsibilities

- 3.1 The Multi Academy Trust Board of Directors is responsible for ensuring that the Local Governing Bodies of the Academies within the MAT have an Equality and Inclusion Policy in place and that there is fairness and consistency across the MAT Academies.
- 3.2 The Local Governing Body (LGB) of The EET and its Academies the responsible body and is responsible for adopting a clear Equality and Inclusion policy; this may be delegated to a sub-committee of the full LGB and is named on the cover page for this policy. In addition, it is the responsibility of the LGB to ensure that the Academy complies with legislation and the implementation of this policy; and to act consistently and fairly when dealing with appeals or complaints in relation to this policy. If there is a named Local Governor who responsible for this policy, he or she is named on the cover page for this policy.
- 3.3 The Principal is responsible for ensuring that working arrangements allow for the full implementation of the Equality and Inclusion policy, that all employees are aware of the policy and related procedures and comply with legal requirements and for taking appropriate action in any cases of unlawful discrimination.
- 3.4 The named member of staff with responsibility for the Equality and Inclusion is responsible for ensuring that the Equality and Inclusion policy is adhered to.
- 3.5 All Staff are responsible for ensuring their familiarity with and understanding of the Equality and Inclusion policy and comply with it when carrying out every aspect of their duties. Where the policy or related procedures are not understood, it is the responsibility of staff to direct questions to the named member/s of staff named on the cover sheet of this policy.
- 3.6 All staff should understand that although they are acting on behalf of the responsible body, they are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.
- 3.7 Each LGB will be required to undertake an annual Equality Audit which shall be reviewed by the Board of Directors, or appropriate committee, to ensure all responsibilities are being discharged.

4. Policy Statement

EET Equality and Inclusion Policy

- 4.1 The EET and its Academies believes that every one of our students is capable of remarkable things and strive every day to ensure that they have every opportunity to develop into leaders and (ladies & gentlemen). We aim to ensure that every young person who passes through our doors is ready to take up the challenge and realise the opportunities of the 21st Century. We aim to ensure that every student has access to exceptional teaching and learning, a caring environment and high expectations of what he or she can achieve.
- 4.2 Avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. We are committed, therefore, to ensuring that no-one within our community suffers direct or indirect discrimination, harassment or victimisation as a result of belonging to, being perceived as belonging to or being associated with a protected group.
- 4.3 This policy aims to meet the requirements of the Equality Act 2010, which replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.
- 4.4 The Equalities and Inclusion Policy should be reviewed alongside the Trust Bullying Policy.
- 4.5 The Academy will meet its duty in relation to its single Public Sector Equality Duty (PSED) as it extends to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
- 4.6 The Academy will take action to ensure that it does not discriminate against, harass or victimise a student, potential student and in some cases a previous student of the Academy:
 - in relation to admissions;
 - in the way it provides education for pupils;
 - in the way it provides pupils access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment;
 - in the way in which it applies actions connected with previous relationships between Academy and pupil (such as writing references after a student has left).
- 4.7 This policy addresses the way in which the Academy treats their pupils and prospective pupils: the relationship between one pupil and another is not within its scope. It does not, therefore, bear directly on such issues as racist or homophobic bullying by pupils. However, the Academy is responsible for ensuring that any responses to bullying which relate to a '*protected characteristic*' is taken as seriously as other forms of bullying.

5. Protected Characteristic

- 5.1 The term "*protected characteristics*" is used as a convenient way to refer to the personal characteristics to which the law applies. It is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their:
 - sex;
 - race;
 - Disability;
 - religion or belief;
 - sexual orientation;
 - gender reassignment;
 - pregnancy or maternity.
- 5.2 It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person *with whom the pupil is associated*, including parents/carers or friends.

EET Equality and Inclusion Policy

- 5.3 It is also unlawful for a school to discriminate because of a characteristic which the person, or associated person, *is thought to have*, even if that perception is a mistake.
- 5.4 The Equality Act extends protection against discrimination on grounds of pregnancy or maternity to pupils, so it is unlawful for a school to treat a pupil unfavourably because she is pregnant or a new mother.
- 5.5 Protection for transgender pupils against gender reassignment discrimination is also included in this Policy.
- 5.6 A person's age is also a protected characteristic in relation to employment and the Equalities Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. We may admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

6. Unlawful Behaviour

- 6.1 This policy recognises four kinds of unlawful behaviour:
 - a) direct discrimination;
 - b) indirect discrimination;
 - c) harassment and
 - d) victimisation.
- 6.2 **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination. A person being refused entry to the Academy because she is lesbian would be an example.
- 6.3 **Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”: this means that both the reason for the rule or practice is legitimate, and that it could not be reasonably achieved in a different way which did not discriminate.
- 6.4 **Harassment** is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. Harassment applies only to disability, race, sex or pregnancy and maternity, and not to religion or belief, sexual orientation or gender reassignment. Bullying or harassment on these grounds would still be unlawful and any case against the school would be on grounds of direct discrimination rather than harassment.
- 6.5 **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“*a protected act*”) in connection with the Act. For example, making an allegation of discrimination, bringing a case under the Act or supporting another person's complaint by giving evidence or information. Even if what a person did or said was incorrect or misconceived, they are protected against retaliation unless they were acting in bad faith. This protection is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.
- 6.6 A child must not be victimised because of something done by their parent or a sibling in relation to the Act.
- 6.7 If a pupil has himself or herself done a protected act – such as making a complaint of discrimination against a teacher – then the child's own good faith will be relevant. For example, if the parent's complaint is based on information from her son and the son was deliberately lying, it is not victimisation for the school to punish him in the same way as it might do any other dishonest pupil.

EET Equality and Inclusion Policy

Unless it can be clear that the mother was also acting in bad faith (for example that she knew her son was lying) it would still be unlawful to victimise her for pursuing the complaint.

7. Curriculum

- 7.1 The *content* of the curriculum is not covered by this policy and we will be free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.
- 7.2 The *way* in which a school provides education – the delivery of the curriculum – is explicitly included in this policy and we will ensure that the way in which issues are taught does not subject individual pupils to discrimination.

8. Uniforms

- 8.1 The Board of Directors and LGB are free to decide whether there should be a school uniform and other rules relating to appearance, and if so what they should be. We will have regard to our obligations under the Human Rights Act 1998 as well as under equality law, and will be careful that blanket uniform policies do not discriminate because of race, religion or belief, gender, disability, gender reassignment, sexual orientation or disability.
- 8.2 We will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as school safety or discipline.
- 8.3 The Board of Directors recognises is committed to ensuring school uniform is available at reasonable cost.

9. Gender Reassignment

- 9.1 The academy will never treat pupils less favourably because of their gender reassignment, will protect those pupils from direct and indirect discrimination and victimisation and will factor in gender reassignment when considering their obligations under the Equality Duty.
- 9.2 Gender reassignment is defined as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. In order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so.

10. Race

- 10.1 The definition of race includes colour, nationality and ethnic or national origins.
- 10.2 The Academy will ensure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils, and will check that there are no practices which could result in unfair, less favourable treatment of such pupils.
- 10.3 Segregation of pupils by race is always direct discrimination. It would thus be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity. It does not mean that schools cannot take positive action to deal with particular disadvantages affecting children of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

11. Religion or Belief

- 11.1 “Religion” is defined as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. To benefit from protection

EET Equality and Inclusion Policy

under the Act, a religion or belief must have a clear structure and belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.

- 11.2 The Academy will not treat a person less favourably than another person is or would be treated, because of their religion or belief, or the religion or belief they are perceived to have, their lack of religion or belief, or the religion or belief, or lack of it, of someone else with whom they are associated. Religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.
- 11.3 The definition of discrimination on grounds of religion or belief does not address discrimination on any other ground (such as race, sex or sexual orientation).

12. Sex/Gender

- 12.1 The Academy will ensure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils and will check that there are no practices which could result in unfair, less favourable treatment of boys or girls.
- 12.2 Academies may have some single-sex classes, provided that this does not give children in such classes an unfair advantage or disadvantage when compared to children of the other sex in other classes.
- 12.3 Academies may have single sex sports where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy. Where this happens, we will ensure that girls have equal opportunities to participate in comparable sporting activities and have access to the same quality of resources.

13. Pregnancy and Maternity

- 13.1 The EET and its Academies will never treat a pupil less favourably because she becomes pregnant or has recently had a baby, or because she is breastfeeding

14. Sexual Orientation and Marriage and Civil Partnership

- 14.1 The EET and its Academies will never single out for less favourable treatment, gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents.
- 14.2 When teaching about the 'nature of marriage' when delivering sex education, staff will accurately state the facts about marriage of same sex couples under the law of England and Wales in a way that is appropriate to the age and level of understanding and awareness of the pupils.
- 14.3 No individual teacher in the Academy is under a duty to support, promote or endorse marriage of same sex couples. Teaching will be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.
- 14.4 It does not amount to discrimination to have an individual view about something and it is not unlawful for a teacher in any school to express personal views on sexual orientation provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or Personal, Social, Health and Economic education (PSHE) lesson). However, all Academy teachers must be aware that they are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation. A teacher's ability to express his or her views *should not* extend to allowing them to discriminate against others.

EET Equality and Inclusion Policy

15. Disability

- 15.1 The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. The Academy may treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities.
- 12.1 The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:
- The Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
 - Failure to make a reasonable adjustment cannot be defended as justified. The fact that it must be reasonable provides the necessary test.
 - Direct discrimination against a disabled person cannot be defended as justified – bringing it into line with the definition of direct discrimination generally.
 - Schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources
- 15.2 Disability is defined as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months
- 15.3 **Direct Discrimination:** The EET and its Academies will not treat a disabled pupil less favourably simply because that pupil is disabled and recognises that there can be no justification for such discrimination, even in trying to achieve a legitimate aim.
- 15.4 **Indirect discrimination:** The EET and its Academies will never do something (for example, introduce a rule or protocol) which applies to all pupils but which is more likely to have an adverse effect on disabled pupils unless it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.
- 15.5 **Discrimination Arising from Disability:** The EET and its Academies will not discriminate against a disabled pupil because of something that is a consequence of their disability unless it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.
- 15.6 **Harassment:** Staff at The EET and its Academies will not harass a pupil because of his or her disability

16. Reasonable Adjustments in Relation to Disability

- 16.1 The EET and its Academies will consider making reasonable adjustments as follows:
- Where something the Academy does places a disabled pupil at a disadvantage compared to other pupils, we will take reasonable steps to try and avoid that disadvantage.
 - The Academy will provide an *auxiliary aid* or service for a disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
 - To try to ensure that disabled pupils can play as full a part as possible in school life.
- 16.2 In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, the Academy will consider potential adjustments which may be needed for disabled pupils generally as it is likely that we will have a disabled pupil at some point.

EET Equality and Inclusion Policy

- 16.3 The Academy will consider the reasonableness of adjustments based on the circumstances of each case. We may, when making decisions about reasonableness of an adjustment, consider the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

17. Accessibility for Disabled Students

- 17.1 The EET and its Academies will create and regularly review our accessibility plans, which has regard to the need to provide adequate resources for disabled pupils, aimed at:
- 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.
- 17.2 The Academy will make these plans available in the case of an Ofsted visit.

18. The Public Sector Equality Duty (PSED)

- 18.1 The Academy will meet the requirements of the single Public Sector Equality Duty (PSED) as it extends to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. The Academy will have due regard to the need to:
1. Eliminate discrimination and other conduct that is prohibited by the Act,
 2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
 3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 18.2 Age is a relevant characteristic in considering their duties in our role as an employer but not in relation to pupils.
- 18.3 The EET and its Academies will be aware of the duty to have “due regard” when developing policy, making a decision or taking an action and by assessing whether the policy, decision or action may have particular implications for people with particular protected characteristics. The Academy will keep a note of any equality consideration.
- 18.4 The EET and its Academies will:
- a) publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
 - b) prepare and publish equality objectives

19. Publishing How We Meet the Requirements of the PSED

- 19.1 The Academy will publish pupil-related data in relation to protected characteristics. We shall not publish data that relates to adults unless we grow to employ more than 150 people. We will ensure that individual pupils or adults are not able to be identified through the publication of data. Much of this will come from RAISE online but we may also publish other information to show how the Academy is promoting equality, such as our policies, or minutes of Governors’ meetings.
- 19.2 Without publishing information about individuals (data referring to a group smaller than three will not be published), the Academy will publish information that shows how each of the three main elements (18.1) of the duty is being addressed, and how we have advanced the quality of opportunity between people who share a protected characteristic. For example, we may publish:

EET Equality and Inclusion Policy

- Policies such as the behaviour policy, anti-bullying policy where the importance of avoiding discrimination has been expressly noted.
- Policies such as recruitment or pay policies where the importance of avoiding discrimination has been expressly noted.
- A note of a meeting where equality has been discussed.
- Evidence of staff training in relation to any aspect of equalities.
- Any steps we have taken to remove or minimise disadvantages in relation to a particular characteristic.
- Any steps we have taken to meet the particular needs of people who have a particular.
- Any steps we have taken to encourage people who have a particular characteristic to participate fully in any activities.
- Attainment data, such as RIASE online data, which shows how pupils with different characteristics (eg boys or girls) are performing, and will help us to identify whether there are areas of inequality which may need to be addressed.
- Information about the steps they have taken in response to their analysis of the available data and the positive results of any policy such as anti-bullying.
- Any information that shows how we have fostered, or plan to foster, good relationships between people who share a protected characteristic and those who do not.
- Evidence of engagement with people affected by our decisions and with people who have special knowledge which can inform the school's approach.

20. Publishing Equality Objectives in Relation to the PSED and Our Progress Towards Them

- 20.1 The EET and its Academies will also publish specific and measurable equality objectives that best suit our individual circumstances and contribute to the welfare of the Academy pupils and community. These may arise from our analysis of the published data or other from information, where we have identified an area where there is potential for improvement on equalities, or we may anticipate of a relevant change of circumstance.
- 20.2 In addition to the publication of our equality objectives for the future, the Academy will also publish evidence of the steps being taken and progress made towards meeting the equality objectives that the school has already set itself.

21. Employment Considerations

- 21.1 All of the protected characteristics, including age, are covered by the employment provisions of the Equality Act.
- 21.2 The Academy will not discriminate against a potential employee in respect of whether to offer a job or the terms on which it offers a job and it must not discriminate against an existing employee in respect of the benefits, facilities and services it offers to its employees including training opportunities, promotion or dismissal. The Academy will not carry out Harassment (as defined in 6.4 above) against potential or existing employees in relation to any of the protected characteristics. Nor will it victimise any person who has done a protected act.
- 21.3 The Academy will make reasonable adjustments in relation to disability for employees or potential employees. This includes making reasonable adjustments to arrangements or practices to alleviate disadvantage and reasonable steps to provide any necessary auxiliary aids and services. The Academy will consider alterations to physical features of the school where that is reasonable to avoid disadvantage caused by disability.
- 21.4 The Academy will never enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out

EET Equality and Inclusion Policy

the duties. We will ensure that our procedures meet the requirement of both the Health Standards (England) Regulations 2003) in relation to establishing teachers' fitness to teach and Section 60 of the Equality Act.

- 21.5 We will only ask health related questions after the job offer which are targeted, necessary and relevant to the job applied for. We may seek out past sickness records but will only do so after a conditional job offer has been made.
- 21.6 The Information Commissioner's Office (ICO) gives further guidance on when health questions are permitted, including exemplar questions. Questions can be asked when the law says they are necessary and fall within these narrow exceptions:
1. To find out if a job applicant can take part in any assessment to test their ability to do the job or to find out if reasonable adjustments are needed to enable a disabled job applicant to take part in any assessment. This information should be collected separately from other information given in the application for the job.
 2. To find out whether a job applicant will be able to carry out an intrinsic part of the job. If this part of a job can be changed or assigned to another person then this may count as a reasonable adjustment for a disabled job applicant – see below for further explanation of this duty and see also the Commission's Employment Statutory Code of Practice (see questions 3, 8, 10 and 11 below).
 3. To find out whether a job applicant has a particular disability where having that disability is an occupational requirement of the job.
 4. To monitor the diversity of people applying for the job. This information should be collected separately from other information given in the application for the job (see questions 6 and 7 below).
 5. To take positive action in relation to disabled people – for example, to decide if job applicants qualify for measures the employer takes to improve disabled people's employment rates (see question 4 below).
 6. Where another legal requirement means an employer has to ask health- or disability-related questions. For example, Merchant Shipping Regulations prohibit the employment of seafarers unless they have a valid medical fitness certificate.

EET Equality and Inclusion Policy

APPENDIX B: Exemplar Published Equality Data and Equality Objectives

1. Equality of Opportunity

It is the school's policy that all children and their parents be treated equally regardless of gender, religion, race, nationality, social background or disability.

1.1 Anti-Racism Policy

The school has a race equality policy and takes a strong view against racism. Members of staff will not ignore any form of verbal racist abuse. Racist statements will not go unchallenged. All racist incidents will be reported and appropriate action will be taken by the Principal.

1.2 Special Educational Needs

All of our classes contain children with a mixture of abilities. Teaching programmes are developed by each teacher for either individual children or groups of similar ability. Should any specific difficulties arise, then they are discussed with the Special Educational Needs Co-ordinator.

1.3 Where appropriate, further assistance and advice is sought following the National Code of Practice. Parents are both informed and consulted over any difficulty.

1.4 Children who show above average ability in any subject will receive support, encouragement, and work set at an appropriate level to encourage and develop their ability (as will all of our pupils).

1.5 Equality Objectives

We recognise that the public sector equality duty has three aims and they are to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who have a shared characteristic and those who do not

1.6 The Leadership and Governors of Exemplar Academy will annually review how well we achieve these aims with regard to the protected groups under the Equality Act

2. Pupil related data

2.1 Exemplar Academy is a Secondary School of above average size. The great majority of students have a White British background, with a small number coming from other mixed ethnic backgrounds. The number of boys and girls in the school is more or less even. The number of students who take free school meals is below average. There is a below average number of pupils with a statement of special educational needs. The percentage of children with Special Educational Needs at school action and school action plus is broadly in line with national statistics (12%). There have been no exclusions in the current school year (13-14). Attendance levels are broadly average.

2.2 Overall student levels of attainment are broadly average. In addition, we collect data across a range of characteristics indicating attainment and progress of specific groups. Systems are now being developed to closely monitor if identified groups perform equally well in order to recognise and address any inconsistencies in attainment or progress.

3. Equality Objectives

3.1 We aim to provide the highest possible education for all at Exemplar Academy. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or ability.

3.2 Having referred to and analysed our equality information we have set ourselves the following objectives: -

EET Equality and Inclusion Policy

- **Objective 1:** To ensure that the curriculum effectively supports the needs of all children, with particular reference to vulnerable groups.
- **Objective 2:** To ensure that there are no significant differences in progress of identifiable groups including gender, pupils receiving Pupil Premium and those with Special Educational Needs.

EET Equality and Inclusion Policy

APPENDIX C: Exemplar Accessibility Plan

3.3 We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3.4 The EET and its Academies plans over time and as necessary to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

1. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
2. Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students. This covers teaching and learning, and participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these students in accessing the curriculum.
3. Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Acknowledge the role of the Learning Support Department which is central in ensuring specific provision for specific students.

3.5 The Accessibility Plan should be read within the context of the larger single Equality and Inclusion Policy in conjunction with the following policies, strategies and documents:

- Curriculum and Teaching and Learning Policy
- Health and Safety
- Safeguarding
- Special Needs
- Behaviour

4. Accessibility Audit

4.1 When a student with accessibility issues is due to join The EET and its Academies an Accessibility Audit will be carried out in conjunction with the Local Authority.

- The School Prospectus will make reference to the Accessibility Plan
- The School's Complaints Procedure will cover the Accessibility Plan
- Information about our Accessibility Plan will be published on the school website
- The Plan will be monitored through the SLT and the Local Governing Body
- The Plan will be monitored by Ofsted as part of their inspection cycle.

EET Equality and Inclusion Policy

A: Exemplar Accessibility Plan: Activities to Ensure Access

Target	Possible Strategies	Expected Outcome
To ensure all staff are able to meet the needs of all students with disabilities.	Undertake an audit of staff training requirements Training for teachers on differentiating the curriculum	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
To ensure that all staff are able to identify the specific needs of students with disabilities.	Review the specific needs for students living with a disability, in terms of basic daily living skills, relationships and future aspirations Training for teachers on differentiating the curriculum	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available
All out-of-Academy activities are planned to ensure the participation of the whole range of students.	Review all out-of-Academy provision to ensure compliance with legislation	All out-of-Academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
To ensure Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons planned without the need to make adjustments to accommodate the needs of individual students
To ensure staff have a high level of awareness of a wide range of Disability Issues	Provide awareness training for governors, staff, students and parents Discuss perception of issues with staff to determine the current status of Academy	Whole Academy community aware of issues relating to Access

B: Exemplar Accessibility Plan: Documentation to Ensure Access

Target	Possible Strategies	Outcome
Availability of a wide range of written material in alternative formats to facilitate access to the curriculum for students with disabilities.	The Academy will make itself aware of the services available through the LEA for converting written information into alternative formats	The Academy will be able to provide written information in different formats when required for individual purposes
To ensure all stakeholders, especially parents/carers have access to a wide range of information in relation to the Trust and its Academies.	Review all current Academy publications and promote the availability in different formats for those that require it	All Academy information available for all
Ensure that students with visual or hearing impairments have access to curriculum and other materials	Review documentation with a view of ensuring accessibility for students with visual and hearing impairment Get advice from HVSS on alternative formats and use of IT software to produce customised materials	All Academy information available for all
Raise the awareness of all staff of the importance of how communication in the lesson is effective to ensure the inclusion of students with disabilities.	Arrange training courses, share best practice, address strategies in planning, strategy identified in EHP.	Students with disabilities have equal access to information and communication in lessons. Will be seen in observations

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C: Exemplar Accessibility Plan: Buildings Audit

Question	Yes	No
Does the size and the layout of areas – including all academic, sporting, play, social facilities; the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms allow access for all students?		
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuations systems set up to inform all students, including students with SEN and disabilities; including alarms with both visual and auditory components?		
Are non-visual guides used to assist people to use buildings, including lifts with tactile buttons?		
Could any decor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?		
Are all areas to which students have access well lit?		
Are steps taken to reduce background noise for hearing impaired students such as considering a room’s acoustics and noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

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Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?		
Are your classrooms optimally organised for disabled students, for example furniture layout, acoustics, blinds, signage, and decorative colours?		
Do lessons provide opportunities for all students to achieve?		
Are lessons responsive to student diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all students encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled students, for example lip reading?		
Do staff recognise and allow for the additional time required by some students to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate to pupils with disabilities?		
Are school visits, including overseas visits, made accessible to all students, irrespective of attainment of impairment?		
Are there high expectations of all students?		
Do staff seek to remove barriers to learning and participation?		

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, for example by reading aloud-overhead projections and describing diagrams?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

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5. Consideration When Carrying Out School Maintenance

5.1 Furniture, Fixtures, Signage etc

- Colour schemes have often been chosen to provide colour and tonal contrast for students/adults with visual impairments. When redecorating ensure that adequate contrast is provided in any new colour scheme, particularly doors/wall, walls/floors, floor/ceiling and handrails, grab rails/walls. Avoid using busy/distracting wall finishes.
- Floor finishes should be securely fixed.
- Avoid highly polished floors, which create glare.

5.2 Decoration, floor coverings etc

- New reception desks or reception hatches should be at 800mm above floor level. The space beneath should be at least 700mm and project 400mm so that a wheelchair can draw up.
- Ensure that any fixed computer desks have 700mm minimum gap beneath so that a wheelchair can draw up.
- When altering/refurbishing teaching areas for Home Economics and Science, careful consideration should be given to ensure access to the curriculum activities for young people with disabilities. Height adjustable desks, workbenches, Home Economics bases etc. are available and circulation spaces around the room should be considered.
- Equipment e.g. cookers, must be placed in an appropriate place in relation to lighting.
- Tables and chairs should be arranged to allow circulation space for children with disabilities. These should be chosen to provide colour contrast with the flooring/walls, and highly polished surfaces such as chrome legs should be avoided as they may present problems for children with visual impairments.
- Signage should be clear and well contrasted. The letters should contrast with the sign background and the sign should contrast with the wall. Ensure that font size is suitable for the situation.
- Picture symbols are useful for nursery age children or with learning difficulties such as Autistic Spectrum Disorders/Language and communication difficulties.
- Avoid homemade signs that are laminated in high gloss plastic, or placed behind glass, for example on doors as they cause glare and reflection.
- Plain glass doors and full-length windows have some markings at low level.
- If the reception desk is behind a fixed, glazed screen or in a large and noisy waiting area and induction loop should be provided.

6. Access for Hearing Impaired Students

6.1 Within the classroom

- Carpets are recommended.
- Chair and table legs should be rubber tipped.
- Heaters, strip lights etc. should be regularly serviced to reduce background noise

6.2 Hearing aid users will be affected by noises from outside the classroom such as traffic and lawnmowers... Ideally windows should be double-glazed. Alternatively, whenever possible, classes with deaf children should be timetabled away from the noisiest areas.

6.3 Reverberation (echo). Plain walls can lead to considerable reverberation in a classroom. This may be reduced by:

- Curtains and blinds on windows
- Carpeting
- Acoustic tiles on high ceilings

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6.4 To facilitate communication through lip-reading or through sign:

7. Wall displays

7.1 Lighting

- A consistent level of lighting is necessary in all classrooms
- Blinds/curtains should be fitted to windows.