



Queen Elizabeth's Grammar School Ashbourne Academy

Public Sector Equality Duty including Publication of Equality Information and Equality Objectives 2020-2024

The Governing Board recognises that the Academy must take positive action to prevent all forms of illegal discrimination. The Governing Board recognises that it is unlawful for the Academy to discriminate against a student, previous student, prospective student, parent or member of staff by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage / Civil partnership

In addition to the above protected characteristics, a person's age is also a protected characteristic in relation to employment and the Equality Act. The Act extends this (except for students) to the provision of goods and services. Academies therefore remain free to admit and organise children in age groups and to treat students in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of students over the age of 18.

Definition of Disability

The Equality Act 2010 defines disability 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.

The Governing Board's Duty

All Academies are subject to the Public Sector Equality Duty. It is the Governing Board's general duty to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance the opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.



This duty to have 'due regard' to equality considerations means that whenever significant decisions are being made or policies developed, the Governors must give thought to the equality implications.

Academy's policy is to:

- Promote equality of opportunity
- Eliminate direct discrimination
- Eliminate indirect discrimination
- Eliminate harassment and victimisation
- Promote positive attitudes towards people with protected characteristics
- Encourage disabled people's participation in public life

This means that Academies are allowed to treat disabled students and students with other protected characteristics more favourably than non-disabled students and in some cases, are required to do so, by making reasonable adjustments to put them on a more level footing with other students.

Academies are expected to provide an auxiliary aid or service for a disabled student; when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faced, in comparison to other students.

Students

The Academy values the full range of its students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled students, while bearing in mind the interests of other students. The Academy is required to make:

- Improvements in access to the curriculum for disabled students;
- Physical improvements to increase access to education and associated services (e.g. extra-curricular activities); and
- Improvements in the provision of information in a range of formats for disabled students.

There is an additional requirement for Academies to explore whether or not students with behavioural issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour:

- Mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

The Academy will take into account all these requirements when considering the inclusion and treatment of disabled students in the Academy.

For disabled students the following must be considered:

- preparation for entry to the Academy;
- the curriculum;
- teaching and learning;
- classroom organisation;
- timetabling;
- grouping;
- homework;
- access to Academy facilities;



- activities that supplement the curriculum;
- Academy sports;
- Academy policies;
- breaks and lunchtimes;
- serving Academy meals;
- interaction with peers;
- assessment and examination arrangements;
- discipline and sanctions;
- exclusion procedures;
- Academy clubs and activities;
- educational visits;
- arrangements for working with other agencies;
- preparation for the next phase of education;
- administration of medicines;
- first aid.

All Academy policies when reviewed will be assessed for their impact on students with all protected characteristics.

Aims

Staff:

The Academy aims, within the constraints of resources available, to ensure that no member of staff with protected characteristics is less favourably treated in the Academy's procedures and practices in respect of:

- recruitment
- performance management
- promotion
- staff development
- teaching environment
- access to the premises

The Academy values all its employees and aims within its inclusive ethos to be supportive and respectful of the needs of all staff.

Students:

The Academy aims, within the constraints of resources available, to enable each student to fulfil his/her potential, within an educational programme that has development of the whole person at its core.

The Academy aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for students with disabilities, to enable them to have access as far as is reasonably practicable to the Academy premises, facilities, curriculum and associated services.

The Academy will examine each disability case to determine the best adjustments that can be made to accommodate a disabled student's needs.

The Academy will monitor attendance and exclusion data of disabled students.



Analysis of end of year and Key Stage progress data shall include a focus on those students identified as having a disability as recorded in the Academy's SEN register.

QEGS has high expectations of its disabled students and anticipates that they will participate fully and achieve in every aspect of Academy life. QEGS commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The Academy:

- sets suitable challenges and targets for all students;
- responds to students' diverse needs;
- overcomes potential barriers to learning and assessment;
- aims to identify and remove barriers to disabled students in every area of Academy life.

The Academy aims to make all students feel welcome and supported irrespective of race, colour, creed, gender, sexual orientation, disability and students who are parents or about to become parents.

The Academy's Equality Objectives (2020-2024)

The Academy's Equality Objectives are set on a four year cycle and reviewed annually. These objectives are linked with the Academy Improvement Plan.

- To ensure curriculum provision is appropriate for all students offering a range of curriculum pathways, ensuring they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum considering new performance measures
- Implement effective strategies to support pupils in all vulnerable groups following linear exam courses
- Improve the quality of support for pupils in all vulnerable groups in the classroom
- To promote wellbeing and equality.

The Academy's Accessibility Plan (See Appendix I)

The Governing Body's Accessibility Plan follows the local authority's guidelines and aims to:

- enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties;
- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account;
- increase the extent to which students with all protected characteristics can participate in the Academy curriculum;
- improve the physical environment of the Academy in order to enable disabled students to take advantage of education and associated services;
- improve the delivery of information, which is provided in writing for students who are not disabled, to disabled students; within a reasonable time and in ways which are determined, after taking into account their disabilities/ constraints and any preferences expressed by them or their parents.



Unlawful Discrimination

The Academy will ensure that discrimination is prohibited in:

- the selection and appointment and promotion arrangements for staff;
- staff conditions of service;
- staff training;
- provision of education or associated services (including educational visits and extra-curricular activities);
- administration of exclusions;
- dealing with victimisation and harassment;
- arrangements for determining admission to Academy;

To meet its obligations, the Academy will ensure that the needs of disabled staff and students are fully considered in any strategic planning for the development of the Academy site.

When determining the priorities for the use of the annual Capital Grant, the Academy will take into account the need to make the Academy site more accessible for staff and students with disability.

The Academy will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a student with a disability to have access to the full teaching and learning of the Academy.

The Academy will bear in mind health and safety requirements and the interests of other students in all the above considerations.

Action on Transfer into the Academy

At transfer to the Academy, additional liaison time is allocated for disabled students and students with all protected characteristics and their families to ensure that the student's educational needs are fully understood to ensure that the transfer process is effective.

Teaching Staff:

The development needs of disabled staff and staff with all protected characteristics will be discussed with the member of staff on a regular basis.

Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs.

Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.

Within the constraints of financial resources the Academy aims to make adjustments to the premises to enable the member of staff to teach effectively.



The Governing Board will take positive action against any employee's harassment of another employee. All employees have a duty not to harass other employees on the grounds of their disability (or any other grounds recognised by the law), and to report instances of harassment to the Head Teacher (or in the case of harassment by the Head Teacher, to the Chair of the Governing Board).

Students:

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning.

Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled students and all other students with protected characteristics.

Regular staff training will be undertaken regarding the needs for learning of particular disabled students. Support staff working with disabled students will be given relevant training.

Off-site Activities

The Academy will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the Academy.

Liaison with Parents

The Academy will continue to ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills.

Information to home is provided in appropriate formats

Responsibilities

Governing Board

The Governing Board shall:

- oversee the implementation of all the Academy's policies and practices to ensure that they comply with the requirements of the new Act
- consider what reasonable adjustments are being made and could be made
- make recommendations to the Head of the Academy with a view to improving access to teaching and learning
- consider the Academy's systems and procedures for making staff, parents and students aware of the policies
- consider the Academy's Accessibility Plan
- review the Plan annually (See Appendix II)
- Agree the Academy's objectives with regard to the Equality Act which need to be published at least every four years and reviewed annually.

Head Teacher's Responsibility

- to oversee the implementation of the Equality Act and Accessibility Plan
- to report progress as required to the Governing Body



- to report annually on the training provided for staff
- to report to the Governing Body on activities that ensure that reasonable adjustments have been identified and implemented
- to ensure that regular liaison with parents of disabled students takes place
- to ensure the required risk assessments are undertaken
- to ensure accurate upkeep of the Academy's Racist Incident and Bullying Logs and to implement bullying and harassment procedures if necessary



APPENDIX I - ACCESSIBILITY PLAN

ACTIONS	TIMESCALE	MONITORING & EVALUATION	SUCCESS CRITERIA
Publish Equality Act objectives	April 2021	SLT and Governors review annually	Approved by Governing Body
Ensure compliance with Equality Act	At start of each academic year	Review checklist (Appendix II) SENCO	100% compliance with guidelines/legislation
Ensure maintenance and update of SEN register	Review termly	SENCO	Register is up to date
Tracking / monitoring of progress and attendance data for disabled students is recorded using CMIS	Termly	All teaching staff SENCO Curriculum Leaders and Progress Leaders	Termly audit reports show all records up to date.
Ensure examination concessions and special requirements are in place for all disabled students	Prior to examination periods	Exam Officer SENCO	All disabled students complete the examination process whatever their special requirements e.g. a reader or amanuensis
Ensure that all disabled students have access to all educational visits and trips organised by all curriculum areas, unless determined and supported by previous concerns	Every organised visit or trip	All staff leading trips Relevant risk assessment SENCO	Trips all accessible to disabled students
Provide alternative arrangements for disabled parents attending consultation evenings and meetings. E.g. signer for deaf parent	As required	Pastoral staff ELD Parental feedback questionnaires / verbal feedback to ELD staff.	Parents happy with arrangements



ACTIONS	TIMESCALE	MONITORING & EVALUATION	SUCCESS CRITERIA
Supply disabled students and parent's information in the form required by them. E.g. Braille, SIM writer, translated copies for EAL etc.	As required	All teaching staff SENCO ELD minutes	Information is accessible e.g. all curriculum materials and letters home
Audit students' disabilities who will be transferring to the Academy within next 3 years	Annually	SENCO liaises with Primary support team Year 7 Progress Leader	Disabled students identified prior to starting at Academy and needs planned for
Monitor and review needs of disabled staff	Termly	H&S Officer HR Officer Review needs with disabled staff	Disabled staff needs met e.g. classroom acoustics modified
Regular maintenance checks of internal and external stairs, walkways and paths. Maintenance of yellow lines.	Monthly	Caretaking staff H&S Officer	Maintenance timetable adhered to and work completed



APPENDIX II - REASONABLE ADJUSTMENTS CHECKLIST

General Duties to disabled students	Yes	No	Evidence
<p>Does the governing body receive regular reports on how your Academy is meeting its duties to students with disabilities:</p> <ul style="list-style-type: none"> • To ensure appropriate provision is made? • Not to treat less favourably? • To make reasonable adjustments? • To draw up and implement an accessibility plan? <p>Does the governing body report annually to parents on how your Academy is meeting its duties?</p> <p>Is the governing body aware of how many students with disabilities there are in your Academy?</p> <p>Reasonable Adjustments</p> <p>Do you make reasonable adjustments to your policies on admissions, education and associated services and exclusions, for students with disabilities and prospective students?</p> <p>Do you keep your policies, practices and procedures under review to ensure you are not discriminating?</p> <p>Are all staff aware of the need to make reasonable adjustments: Managers, Teaching Staff, Teaching Assistants, Catering Staff, Caretakers and others?</p> <p>Does the governing body have evidence of the participation of students with disabilities across the life of the Academy?</p> <p>Does the governing body have evidence of the outcomes for students with disabilities across the life of your Academy?</p> <p>Does the governing body know what the views of students with disabilities and their parents are?</p> <p>Does your Academy provide training on the duties and on broader issues of disability equality?</p> <p>Does your Academy have an accessible complaints procedure?</p> <p>Does the governing body need further training and support in order to fulfil its role?</p>			