



# **FARNEY CLOSE SCHOOL**

## **Equality Policy and Statement on Disability including Access Policy & Plan**

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<b>Signed</b>	
<b>Role</b>	<b>Principal</b>
<b>Date Approved</b>	

Farney Close School supports an Equality Policy that provides for equality of opportunity and freedom from discrimination on the grounds of ethnicity, race, political affiliation, social class, age, employment status, sexual orientation, disability or faith.

The school requires that all employees comply with this policy, its implementation and monitoring.

The school recognises that educational and care activities function within the context of a multi-ethnic society. It is stressed that the needs of all ethnic groups concern all staff regardless of their own ethnicity and addressing these needs should be the concern of all employees.

Amongst all things, this school aims to prepare all children to live and work harmoniously, preparing them to live and positively participate in a multi-racial and culturally diverse society.

Farney Close is committed to the view that all children are of equal value and have equal rights to education and care, whatever their ethnicity, race, gender, class, disability learning needs, sexual orientation, age or religion. This is central to the school's philosophy and ethos.

This policy considers and recognises the role of anti-racist and anti-sexist teaching and the need for positive action and strategies to combat all forms of inequality.

The school's educational and care provision must therefore offer: equal access, a broad balanced curriculum, recognise the need for relevant and differentiated teaching where necessary, in order that all pupils can reach their full potential.

Relationships between racism, sexism and class bias are dynamic and complex and have implications for classroom practice. If race, gender and class issues are compartmentalised, the teaching approaches and strategies developed for combating racism, sexism and class bias will be limited and less effective than they might be.

Children's sense of identity and respect is a fundamental aspect of their development. They have the right to health, individuality, respect, dignity, opportunities for learning and socialisation with adults and children, freedom from discrimination such as racism or sexism, and cultural diversity.

Any adult working within the school should value the differing, racial origins, religions, cultures and languages in a multi-ethnic society so that each child and adult is valued as an individual.

Not only should the ethos of the school reflect these ideas, but the curriculum and the Care provision must also play a major part in promoting them. Cross-curricular planning must positively promote and identify areas where equal opportunities can be linked into daily living and the teaching of the curriculum. The curriculum and Care provision on offer must reflect and meet the needs of all the children in the School.

The school must recognise the legal duty it has under the Race and Sex Discrimination Acts and other government legislation such as the Children Act and the various Education Acts.

All staff are required to respect and work within the agreed Equality Policy Statement of the school, reflecting their commitment to the policy. We will not accept discrimination in any form; written, verbal, emotional or physical; or any form of bullying or racial or sexual harassment including discrimination against LGBT. Responsibility for ensuring that these positive ideas are promoted is the responsibility of all staff whether inside the classroom, on houses, around the School or in the playground.

To ensure that all children are gaining equal access to the curriculum and Care provision, allowing each child to achieve according to their ability, we need to ensure that we plan, record and assess children's achievement in learning and social development and this to be reflected in our agreed approaches to planning, assessing and recording.

We need to continually monitor and evaluate our policy to ensure that we are achieving equality in our school.

The school's resources and displays must also reflect and promote our equal opportunities work in the curriculum and around the School.

## School's Statement on Disability

Farney Close is committed to complying with the Disability Discrimination Act 1995 (DDA), the Special Educational Needs and Disability Act 2001 (SENDA) The Equality Act 2010, The Children & Families Act (SEND) 2014

### **How will the school ensure that it complies with the above Acts?**

The school aims to ensure accessibility to its facilities for all pupils, parents, staff, or visitors who may have disabilities. In this we aim to ensure that no person is treated less favourably because they may have a disability and that we will work within the Human Rights Act 1998, the schools Equal Opportunities Statement and its policies on Equal Opportunities and Anti-discrimination, the Data Protection Act 1998 (DPA 1998), Freedom of Information Act 2000 (see schools' policy), The Children Act 2004 (Every Child Matters), Children & Families Act 2014 (SEND)

### **How will the school support this?**

The school aims to create a culture of inclusion and diversity in which people feel able to disclose a disability, should they wish to do so, and to discuss or request reasonable adjustments to the environment in order to promote equal participation in the school's services and activities. At the same time, the school will disseminate information about services, support and facilities that may be available to pupils, parents or staff

### **Are there any pupils with disabilities that the school is unable to support and provide for?**

Following Special Educational Needs guidance, it would not be appropriate for the school to provide education for pupils with profound and/or multiple physical or learning difficulties. Under its DFE designation, the work of the school is to provide educational and social support to young people who experience Social, Emotional & Mental Health Difficulties, and who may also experience additional learning difficulties, such as, Speech and Language difficulties, Dyslexia, or some degree of Autism, or ADD, and ADHD. In addition, and acting within SEN guidance, it may be appropriate for the school to provide an education to young people who have other disabilities or difficulties, provided they are compatible with the efficient education of other pupils at the school, and that they do not pose a significant risk to Health and Safety.

## **Access Policy and plan for Farney Close School**

Farney Close aims to encourage and achieve high standards of accessibility for all. The key to delivering this commitment is the schools work to improve the rights of disabled people whom the school comes into contact with. As such, we ensure that wherever possible people are not segregated or excluded by unnecessary design barriers

Over the last few years, the school has worked to a plan to make its own buildings more accessible and inclusive for disabled people, and to manage the wider environment and controls development so that no part of the developing environment discriminates or disadvantages anybody in their use and enjoyment of it.

### **Disability Discrimination Act obligations**

From October 2004, the Disability Discrimination Act obliged any service provider, or any provider of a building or place that is open for people to enter or use, to remove existing physical barriers and make reasonable changes so as to allow disabled people access. The Code of Practice (Rights of Access: Goods, Facilities, Services and Premises, Disability Rights Commission, 2002) also states a service provider must provide service in a non-discriminatory way, noting that "it is recognised good practice for a service provider to consider first whether a physical feature which creates a barrier for disabled people can be removed or altered."

The Code of Practice also states that it is sensible to remove or alter a barrier to access "whenever a service provider is planning or executing building or refurbishment works, such as extending existing premises or making structural alterations to an existing building".

In view of this the school has:

### **Staff and Visitors Car Parks**

1. People who have impaired mobility have close access to the main building entrances with sufficient open space so as to ensure maximum accessibility.
2. Car parking and other transport facilities have been designed to allow arrival by car, or be accessible minibus or taxi, with sufficient space to fully open a car door, so as to transfer into a wheelchair, or to stand up with the help of sticks, crutches or walking frames, on the road surface beside the car.
3. 2 parking spaces are reserved for disabled motorists (those holding a personal Blue Badge permit as car drivers or passengers) which are physically or visibly separated from other parking.

4. The bays are permanently reserved for their use at the edge of the school car park so ensuring that they are within 50 metres of the main building entrance.
5. Each parking bay for disabled motorists has a driver-eye-level sign at the head of the bay.

### **Accessible Paths and Access into Buildings**

1. Pathways around the main building and houses are designed to allow for their practical use and for other pedestrians to pass.
2. The design of landscaping does not impair the personal safety of disabled people, ensuring that those using wheelchairs are visible at access ways, entrances and junctions' Accessible paths are of a hard surfaced or compacted so as to be firm without trips or gaps in paving.
3. Access to the main building has a kerb that is flush to the road and the entrance to the building.
4. Access to a toilet in the main building has a ramp entry and another larger toilet is also available in the Sports Hall.
5. The entrance to the school has a double door entry so as to allow full wheelchair access.

### **Statement on Disability Access to new buildings or substantial building alterations**

In line with DDA requirements, the school will ensure that whenever any new building or alterations are being considered, that sufficient time will be given over to planning for improving and providing for disability access.

### **Curriculum access support**

1. Where pupils have audio or visual impairment, the school does ensure that appropriate differentiations are made to teaching materials and support strategies.
2. The school does work in partnership with any other bodies that are, or may be, involved in any assessment or provision for a disability.

### **Disability Access to Information**

The school works in partnership with others to ensure that information, results, reports, and policies will be made available in different formats if required, by parents, carers, or other agencies working with a young people placed at the school by them.

**What other school policies are linked to this policy?**

Other relevant policies that should be referred to are:

- The Curriculum Policy
- The Statement of Purpose
- The Staffing Policy
- The Complaints Policy
- Access and Policy Plan
- School Development Plan
- The School PPP Manual
- The Admissions Policy

Equal Opportunities and Statement on Disability & Disability Access Policy and Plan. Updated July 2022