



# AVANTI HOUSE

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## EQUALITY POLICY 2016-2017

FOR PUPILS, PARENTS, VISITORS and ALL  
COMING INTO CONTACT WITH THE SCHOOL

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	<b>Name</b>	<b>Last Approved Date</b>	<b>To be Reviewed</b>
<b>AST</b>	Nitesh Gor	Feb 2015	
<b>Chair of Regional Governing Body (RGB)</b>	Yuvraj Rana	Reviewed - Jan 2016	Dec 2017
<b>Finance Premises and Human Resources (FPHR)</b>	Kartik Khandawala Ghanashyam Patel	Reviewed - Jan 2016	Dec 2017
<b>Principal</b>	Mark Bennison	Reviewed - Dec 2015	Dec 2017
<b>Lead Professionals</b>	Business Manager Office Manager Site Officer	Reviewed - Dec 2015	Dec 2017



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## PART 1 – THE LAW

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### THE EQUALITY ACT 2010

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The Equality Act 2010 replaced nine major Acts of parliament and almost one hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of equality law, covering all types of discrimination, harassment and victimisation that are unlawful. It simplified the law by getting rid of anomalies and inconsistencies that had developed over time, and extended protection against discrimination in several areas.

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### THE PROTECTED CHARACTERISTICS

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The Equality Act 2010 makes it unlawful for the “responsible body” of a school to discriminate against (either directly or indirectly) an individual or group of individuals by treating them less favourably because they (or somebody they associate with) have one or more of the following characteristics:

- Sex;
- Race;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy and maternity; and
- Disability.

The Equality Act 2010 also makes it unlawful for the “responsible body” of a school to discriminate against (either directly or indirectly) an individual or group of individuals **who are not the school’s pupils** by treating them less favourably because they (or somebody they associate with) have one or more of the above characteristic or the following characteristics:

- Age; and
- Marriage and civil partnership.

Specifically, the “responsible body” of a school must not discriminate against a pupil or group of pupils because they have a protected characteristic (with the exception of age or marriage and civil partnerships):

- In the arrangements it makes for deciding who is offered admission as a pupil;
- As to the terms on which it offers to admit a prospective pupil;
- By not admitting a prospective pupil;



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- In the way it provides education for a pupil (but not in relation to the contents of the curriculum);
- In the way it affords a pupil access to a benefit, facility or service;
- By not providing an education for a pupil;
- By excluding a pupil;
- By subjecting a pupil to any other detriment (including the imposition of sanctions);

The Equality Act 2010 also makes it unlawful for the “responsible body” of a school to harass or victimise an individual or group of individuals because of some of the protected characteristics, or because of something done in reliance on the Equality Act 2010, as outlined in further detail below.

The “responsible body” in Avanti House School is the Regional Governing Body (RGB). In practice, all persons acting on behalf of the RGB (including employees of the school) are personally responsible for ensuring that their actions or omissions are not discriminatory, and the RGB will also be responsible for the actions of the school’s employees if it cannot show that it has taken all reasonable steps to prevent the discriminatory actions or omissions being undertaken on their behalf.

The Equality Act 2010 covers discriminatory acts or admissions by the school against prospective pupils, current pupils and (in some circumstances) former pupils, as well as against parents (including non-parents with parental responsibility or care of a pupil), visitors and other people coming into contact with the school.

The Equality Act 2010 does not cover discriminatory acts by one pupil against another pupil, such as racist bullying (such behaviour by a pupil will, in any event, be a breach of the school’s Behaviour Policy and be sanctioned accordingly). However, if the school is aware of a discriminatory act by one pupil against another and does nothing to prevent it, or treats the act less seriously than it would for other acts, this may in itself be a discriminatory act by the school.

**Our school equality policy plays a central part in protecting and safeguarding our pupils and staff from discrimination and victimization, and their adverse impact on teaching, learning, personal well-being and development.**

## DISCRIMINATION

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The Equality Act 2010 defines two types of discrimination; direct and indirect:

### Direct Discrimination

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**Direct discrimination** occurs where an individual or group of individuals are treated less favourably than others because they or somebody they associate with have (or it is mistakenly thought that they have) a protected characteristic.



## Indirect Discrimination

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**Indirect discrimination** occurs when a policy, criteria or practice is applied generally to all, which has the indirect effect of discriminating against an individual or group of individuals by putting them at a disadvantage, unless there is a legitimate reason for the policy, criteria or practice and there is no other way to achieve it.

## Disability Arising from Disability

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There are special provisions in the Equality Act 2010 relating to disability discrimination and, in particular, a third type of discrimination called **discrimination arising from a disability**, as well as failing to make reasonable adjustments for an individual with a disability. The definition of what constitutes disability discrimination is more complex than that for the other protected characteristics, and is set out in further detail under the section relating to disability equality below.

## HARASSMENT

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The Equality Act 2010 makes it unlawful to harass an individual or group of individuals in relation to certain protected characteristics. Harassment is defined as an unwanted act, related to a relevant protected characteristic, which has the purpose or effect of violating that person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. Harassment only applies in relation to the following protected characteristics:

- Sex;
- Race;
- Religion or belief (in relation to those who are **not** pupils);
- Sexual orientation (in relation to those who are **not** pupils);
- Pregnancy or maternity;
- Disability; and
- Age (in relation to those who are **not** pupils).

Harassment does not apply to the otherwise protected characteristics of religion or belief, sexual orientation or gender reassignment in relation to pupils, however any discriminatory acts because of these characteristics are likely to be direct discrimination in any event.

## VICTIMISATION

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The Equality Act 2010 makes it unlawful to victimise an individual or a group of individuals in certain circumstances. Victimisation is defined as occurring when an individual or group of



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individuals are treated less favourably as a result of anything they have done in reliance upon the Equality Act 2010, for example by previously making an allegation of discrimination or harassment, even if it was not upheld.

Victimisation will also occur when an individual is treated less favourably as a result of anything their parent, sibling or other person has done in reliance upon the Equality Act 2010, for example where their older sibling has previously made an allegation of discrimination, even if it was not upheld.

## **POSITIVE ACTION**

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The Equality Act 2010 allows (but does not require) a school to take action to tackle disadvantages suffered by a particular group of pupils as a result of them having a protected characteristic, known as "positive action". This does not mean that the school can give a particular group of pupils preferential treatment (which would be positive discrimination and unlawful), it merely allows the school to put in place measures which redress the balance between those with the protected characteristic and those without.

The Equality Act 2010 does, however, allow for the school to treat disabled pupils more favourably than pupils who are not disabled (positive discrimination). In some cases, schools are *required* to treat disabled pupils more favourably than pupils who are not disabled, by making reasonable adjustments for their disability and providing auxiliary aids where necessary.

## **SEX EQUALITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their sex or the sex of somebody they associate with.

Schools must not treat a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sex or the sex of somebody they associate with.

## **RACE EQUALITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their race or the race of somebody they associate with. Race is defined as including colour, nationality, ethnic



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or national origins, and would also include travellers whose cultural heritage is traditionally nomadic, for example gypsies and Irish travellers.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their race or the race of somebody they associate with. Segregation of pupils by race will always be unlawful.

## **RELIGION OR BELIEF EQUALITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their religion or belief or the religion or belief of somebody they associate with. Religion is defined as being any religion, and belief as being any religious or philosophical belief, including a lack of belief in religion (for example, humanism or atheism). Religion will include all of the major faiths, including denomination within the religion. Political beliefs are not included within the definition of religion or belief.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their religion or belief or the religion or belief of somebody they associate with.

## **SEXUAL ORIENTATION EQUALITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their sexual orientation, their parents' sexual orientation or the sexual orientation of somebody they associate with. Sexual orientation includes heterosexuality, homosexuality (gay or lesbian), and bisexuality.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sexual orientation or the sexual orientation of somebody they associate with.

## **GENDER REASSIGNMENT EQUALITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their gender reassignment. Gender reassignment is defined as applying to anyone who is currently undergoing, has



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undergone or is proposing to undergo a process or part of a process of reassigning their sex to the opposite sex by changing their physical or other attributes. There is no requirement to undergo, or plan to undergo, a medical procedure – taking steps to live life as the opposite sex, or planning to live life as the opposite sex, is sufficient.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others because they, their parents or somebody that they associate with has undergone, is planning to undergo or is in the process of undergoing gender reassignment. Pupils must be included within a class of the sex that they identify with.

## **PREGNANCY AND MATERNITY EQUALITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of pregnancy or maternity. Maternity is defined as having had a baby within the preceding twenty-six week period, and includes breastfeeding. It is not discriminatory to treat an individual who is pregnant, has recently had a baby or is breastfeeding a baby more favourably than others who are not.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than another pupil or group of pupils because they are pregnant, have recently had a baby or are breastfeeding a baby.

Schools must not take any disciplinary action (including exclusion) against a member of staff or trainee students because they are pregnant, have recently had a baby or are breastfeeding. Schools should not authorise more than eighteen weeks' absence (or "maternity leave") from school to ensure the pupil's reintegration into education as quickly as possible following the birth of a baby.

## **DISABILITY EQUALITY**

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The overriding objective of the Equality Act 2010 is to achieve equality (equal treatment) for all people whether they have a protected characteristic or not. However, the provisions relating to disability are different to those for all of the other protected characteristics, in that it **is** lawful, and in fact is sometimes a legal requirement, to treat a disabled individual or group of individuals **more favourably** than an individual or group of individuals without a disability.

## **DEFINITION OF DISABILITY**

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The Equality Act 2010 defines disability as being where an individual or group of individuals has a physical or mental impairment which has a substantial and long term adverse effect (lasting or recurring, or likely to last or recur, for at least twelve months) on their ability to carry out normal day to day activities.

Some conditions such as being HIV positive, or having multiple sclerosis or cancer, are automatically deemed to have a disability regardless of their effect or longevity. Severe disfigurement will also come within the definition of disability (disfigurement by tattooing or piercing is excluded). Those that are certified as blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist are automatically deemed to have a disability.

Others conditions are not deemed to be a disability, such as addiction to alcohol (unless it is a symptom of a psychiatric illness lasting or recurring for at least twelve months), legal or illegal substances (unless medically prescribed as treatment), fire-setting, kleptomania, a tendency towards violence or sexual abuse of others. Hay fever sufferers are not deemed to have a disability; however hay fever may be taken into account where it aggravates the effect of another medical condition.

## **DIRECT DISABILITY DISCRIMINATION**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be directly discriminated against or harassed because of their disability.

Schools must ensure that a pupil or group of pupils are not treated less favourably than another pupil or group of pupils, because of their disability, their parents' disability or the disability of somebody they associate with.

Schools cannot justify directly discriminating against a pupil or group of pupils with a disability by maintaining that their discriminatory act was a proportionate means of achieving a legitimate aim, as was the case under previously disability discrimination legislation.

It is **not** unlawful for a school to treat a disabled pupil or group of pupils **more** favourably than another pupil or group of pupils who are not disabled. This is positive disability discrimination and is lawful.

## **INDIRECT DISABILITY DISCRIMINATION**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be indirectly discriminated against because of their disability, by the implementation of a provision, criterion or practice applied generally to those with or without the disability, unless there is a legitimate reason for the provision, criterion or practice and there is no other way to achieve it.



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Schools must ensure that a pupil or group of pupils are not put at a disadvantage by the implementation of a school provision, criterion or practice which applies to all pupils because of their disability, unless they can show that it was implemented for a legitimate reason and was proportionate way of achieving the legitimate aim.

## **DISCRIMINATION ARISING FROM DISABILITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against because of **something arising in consequence of their disability**, unless there is a legitimate reason for discriminatory act and there is no other way to achieve it, and provided that the discriminator knew, or should have known, about the disability.

Schools must ensure that a pupil or group of pupils are not treated less favourably because of something arising in consequence of their disability, unless they can show that there was a legitimate reason for the less favourable treatment and there was no other way of achieving the legitimate aim.

## **REASONABLE ADJUSTMENTS FOR DISABILITY**

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The Equality Act 2010 requires “reasonable adjustments” to be made for individuals suffering from a disability.

Schools have the following duties:

- **Where a provision, criterion or practice places a disabled pupil or group of pupils at a substantial disadvantage compared to pupils who are not disabled, reasonable steps must be taken to avoid that disadvantage;**
- **Where a disabled pupil or group of pupils would, but for the provision of an auxiliary aid, be placed at a substantial disadvantage compared with pupils who are not disabled, the school must take reasonable steps to provide the auxiliary aid.**

An “auxiliary aid” includes equipment and services. The Equality Act 2010 does not provide a definition of “auxiliary aids”, however the dictionary definition includes helpful, supporting, assistant things or persons. Where a piece of equipment is necessary for all aspects of a pupil’s life rather than being required in an educational context only (for example, hearing aids), it is likely that it would be considered unreasonable for a school to be expected to provide these.



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Factors which a school may consider when considering whether the provision of an auxiliary aid to a disabled pupil is reasonable include the financial or other resources required, its effectiveness, its affect upon other pupils and health and safety requirements.

Where a pupil with Special Educational Needs (SEN) is already being provided with an auxiliary aid as part of their SEN provision, there is no need for the school to provide the auxiliary aid as part of their "reasonable adjustment" duty. Schools should not, however, assume that an auxiliary aid is not required under their "reasonable adjustment" duty for a pupil with SEN simply because it is not being provided under their SEN provision. In addition, where a school determines that it is unreasonable to provide an auxiliary aid (perhaps, for example, on the grounds of cost), it is not necessarily reasonable for the local authority to refuse to provide the auxiliary aid.

## **AGE EQUALITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their age, unless it can be shown that it is a proportionate means of achieving a legitimate aim. Age is widely defined as being either of a particular age or as being within an age group.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their age or age group, or the age or age group of somebody they associate with, unless they can show that there was a legitimate reason for treating them less favourably, and there was no other way to achieve it.

Schools are **not** under a duty not to treat pupils less favourably because of their age or age group.

## **MARRIAGE AND CIVIL PARTNERSHIP EQUALITY**

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The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of they are married or in a civil partnership.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of they or somebody they associate with are married or in a civil partnership.

Schools are **not** under a duty not to treat pupils less favourably because they are married or in a civil partnership.



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## **SINGLE SEX SPORT**

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The Equality Act 2010 contains an exception allowing for single sex sports, games or other activities of a competitive nature, where the physical strength, stamina or physique of the average female pupil would put her at a disadvantage in competition with the average male pupil. However, schools must still allow pupils of both sexes to have an equal opportunity to participate in the same sporting activities.

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## **THE CURRICULUM**

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The contents of the school curriculum is exempt under the Equality Act 2010 to allow schools to explore a full range of issues, ideas and materials, to expose its pupils to thoughts and ideas of all kinds, however controversial, without fear of legal challenge. However, the way in which the school delivers the curriculum to its pupils remains subject to the Equality Act 2010.

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## **ASSEMBLIES AND COLLECTIVE WORSHIP**

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Schools are free to have a collective act of worship based upon one religion without acting unlawfully by not providing an equivalent act of worship for other religions. Schools are also free to celebrate any religious festivals of their choosing without acting unlawfully by offending those of another religion.

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## **RELIGIOUS FREEDOM**

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Article 9 of the European Convention on Human Rights and Fundamental Freedoms provides:

- 1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.*
- 2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.*



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While a pupil has the right to manifest their religion or belief by, for example, by wearing a specific item of jewellery or clothing, this must be permitted by the school where:

- The act is in fact a manifestation of the pupil's religion or belief (the act does not need to be a *requirement* of the religion or belief, but there must be a sufficiently close link between the act and the religion or belief<sup>1</sup>);

**and;**

- If the act *is* in fact a manifestation of the pupil's religion or belief, there is no justification in the school interfering with the pupil's right to do so.

In deciding whether the school is justified in interfering with a pupil's right to manifest their religion or belief, for example, by wearing a specific item of jewellery or clothing, the school should weigh up how important it is to the pupil to manifest their religion or belief in this way against the school's own considerations, for example the value in a school uniform policy being adhered to in encouraging pride in the school, enabling pupils to feel comfortable in the school environment, ensuring a sense of cohesion in the school, and protecting pupils from feeling pressure to dress in a certain way, in addition to security and health and safety considerations.

The school's Uniform Policy provides details of the school uniform to be worn by pupils, including confirming the school's policy in relation to religious clothing and jewellery.

The school's values; philosophy, religion and ethics curriculum; and personal, social, cultural and moral development curriculum; support and guide pupils to exercise their freedom of thought and action within the expected frameworks of the British Values and the National Prevent policies.

## **THE RELATIONSHIP BETWEEN RELIGION AND SEXUAL ORIENTATION**

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Some people may hold personal views in relation to the protected characteristic of sexual orientation because of their own religious beliefs. While it is not necessarily unlawful for a teacher or other employee of a school to express their own personal view, in an appropriate way and in an educational context that takes into account guidance on the delivery of Sex and Relationships Education and Religious Education, employees at a school must always remember that they are in a very influential position and their acts must still comply with their duty not to discriminate against individuals or groups of individuals because of their sexual orientation under the Equality Act 2010, and not to manifest their religion or belief in contravention of the limitations prescribed under the European Convention on Human Rights and Fundamental Freedoms (see above).

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<sup>1</sup> Following the ruling by the European Court of Human Rights in the *Eweida* case, which may subsequently be overruled and will therefore be kept under review.



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## **SCHOOLS WITH A RELIGIOUS DESIGNATION**

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Schools with a religious designation are permitted to give priority to applicants because of their religion within their admissions arrangements without breaching the religion or belief equality provisions.

## **BEHAVIOUR AND EXCLUSIONS**

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The process for excluding a pupil must be fair and equitable to pupils, however in relation to pupils with a behavioural disability, schools must keep in mind their duty to make “reasonable adjustments” for a pupil with a disability. A “reasonable adjustment” can be a decision to impose a less serious sanction for undesirable behaviour than the sanction which would have been imposed on a pupil who does not have a behavioural disability, including making a decision not to exclude for behaviour which would usually attract an exclusion.

The school’s Behaviour Policy sets out the school’s expectations in relation to the way its pupils behave, including the sanctions which will be imposed if the Behaviour Policy is breached.

## **THE SCHOOL AS AN EMPLOYER**

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The school also has responsibilities to comply with the Equality Act 2010 in its role as an employer, in relation to which separate HR policies apply. This policy applies to pupils, parents, visitors and other persons coming into contact with the school only.

## **PART 2 – THE SCHOOL’S EQUALITY DUTIES**

### **THE PUBLIC SECTOR EQUALITY DUTY**

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#### **The General Duty**

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The Equality Act 2010 makes provision for a single “public sector equality duty” which extends to all protected characteristics. As a result of this provision, schools are required to have due regard to the need to:

- **Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;**

and;

- **Advance equality of opportunity between those who share a relevant protected characteristic and those who do not, by having regard to the need to:**

- remove or minimise disadvantages connected to a relevant protected characteristic; and
- take steps to meet the different needs of those sharing a relevant protected characteristic; and
- encourage those who share a relevant protected characteristic to participate in school life and activities in which participation is disproportionately low;

and;

- **Foster good relations between those who share a relevant protected characteristic and those who do not, by having regard to the need to:**

- tackle prejudice; and
- promote understanding;

The above duty is often referred to as the **General Duty**.

The reference to “relevant protected characteristics” includes the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity and age (except that the public sector equality duty does not apply to age where it relates to the provision of education to pupils in schools, or the provision of benefits, facilities or services to pupils in schools).

Having “due regard” means giving relevant and proportionate consideration to the public sector equality duty.

*DfE guidance on what this means in practice sets out the following:*

- *Decision makers in schools must be aware of the public sector equality duty to have due regard to the three principles set out above when making decisions or taking action. Decision makers must assess whether their decision or action will have implications for a pupil or group of pupil with a protected characteristic;*
- *Schools must have due regard to the three principles set out above when drafting and amending policies and procedures, and this should be at the forefront of their mind in*



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*advance, rather than an afterthought. Policies and procedures should be kept under review on a continuing basis;*

- *The public sector equality duty must be integrated into the day to day functioning of the school, and the analysis required to comply with the duty must be carried out seriously, rigorously and with an open mind;*
- *Schools must not delegate their public sector equality duty to anyone else.*

## **The Specific Duty**

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Schools have a **Specific Duty** to:

- **Publish information to demonstrate how the school is complying with its public sector equality duty**, which must be updated at least annually, and re-published at least once every four years;
- Prepare and publish their **Equality Objectives**.

The **Specific Duty** exists to assist schools fulfil their obligations under the **General Duty**.

*DfE guidance confirms that the publication of information to demonstrate how schools are complying with their public sector equality duty is not intended to be a "tick box" bureaucratic procedure, but rather a flexible, light touch exercise. Data about employees does not need to be published by schools which have fewer than 150 employees, although schools can choose to publish such information if they feel it would demonstrate their compliance. All data must be published in compliance with the Data Protection Act 1998 which means that, broadly speaking, individuals are not able to be identified in the published data. Schools are not required to publish any information which they do not already routinely collect, for example through RAISE online. The information published does not need to be statistical, it can be a reference to school policies or RGB meeting minutes, which are published online.*

## **THE ACCESSIBILITY PLAN**

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Schools are legally required to prepare a written **Accessibility Plan** to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and





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- Improve the delivery to disabled pupils of information readily accessible to pupils who are not disabled, within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

Schools must keep their Accessibility Plan under review throughout the period to which it relates and revise it if necessary. Schools must ensure that they implement their Accessibility Plan, and that they have adequate resources to implement it. A school inspector can ask to see the Accessibility Plan and may consider the preparation, publication, review, revision and implementation of it.

## **PART 3 – COMPLIANCE WITH THE GENERAL DUTY**

The school has in place the following policies and procedures in order to comply with its general duty to eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010, advance equality of opportunity between those who share a relevant protected characteristic and those who do not, and foster good relations between those who share a relevant protected characteristic and those who do not.

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### **THE SCHOOL'S EQUALITY OBJECTIVES**

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*DfE guidance states that the school is free to choose its own equality objectives which best suit the school's pupils and wider school community. Like compliance with the duty to publish information, the publishing of equality objectives is not intended to be a "tick box" bureaucratic exercise. Equality objectives must be specific and measurable, and should be a tool for the school to use to improve the school experience for all pupils, particularly those with protected characteristics. Once an area of inequality has been identified, schools should formulate equality objectives to address them. Examples of equality objectives might be to reduce exclusion rates for Asian boys, to encourage girls to consider entering professions against the sex stereotype, to raise attainment in English for boys. After the first year, equality objectives should include progress made in meeting equality objectives previously set.*

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- Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity, disability, religious belief, sexual orientation and socio-economic background.



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- Promote a harmonious environment (social cohesion) within our school and the wider community.
- Strive for all pupils to achieve the highest possible standards in their learning and make good progress and to be committed to closing the gaps in progress and attainment.
- Ensure that the appointment of staff is in line with equal opportunities legislation
- Ensure that the RGB of the school reflects diversity
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- To promote spiritual, moral, social and cultural development through daily teaching, with particular reference to issues of equality and diversity.

## **Sex Equality**

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All members of staff through their induction period and through Inset are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff, governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based bullying relating to gender and sexual orientation. We record incidents and action is taken as and where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the governor's termly on our exclusion data.
- Curriculum planning at Avanti House School reflects a commitment to equality and there will be opportunities in the curriculum to explore concepts and issues related to gender equality, identity and equality.
- We promote of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote gender equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- As a school we know our school population well and analyse data to set targets, identify under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti-bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole school events and specific weeks e.g. Black History month.



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- We have a rolling programme for reviewing all our school policies to ensure they impact on progress, well-being and safety.
- We include the contribution of different genders to world history and that promote positive images of people.
- All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as group of teams.

All incidents are reported to the RGB and the Avanti Schools' Trust CEO.

## **Race Equality**

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All members of staff through their induction period and through Inset are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

- We have a school Behaviour and Anti Bullying policy which is reviewed annually with staff, governors and pupils.
- We deal promptly and effectively with all incidents and complaints of bullying, racist behaviour or abuse, cyberbullying, prejudice-based bullying related to
- We record incidents and action is taken as and where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the governor's termly as mandatory reporting. We review this data termly and take action to reduce incidents.
- We review this data termly and take action to reduce incidents notified by pupils or adults.
- Curriculum planning at Avanti House School reflects a commitment to race equality and there will be opportunities in the curriculum to explore concepts and issues related to race equality, identity and other dimensions of equality.
- We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote and explore racial equality.
- We teach diversity and difference through a broad and balanced curriculum and our values to educate children about the impact of stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- As a school we know our school population well and analyse data to set targets, identify under performance of specific groups and drive high standards for all.



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- Parents and families are invited to specific workshops related to discriminatory behaviour e.g. Anti-bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on progress, well-being and safety.
- We include the contribution of different cultures/race to world history and that promote positive images of people.
- All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as group of teams.
- If any racist incident occurs it must be dealt with immediately by the Leadership Team. Positive action must be taken to indicate that this form of behaviour is unacceptable. It must be explained to the offender why the incident is not acceptable and the consequences if further incidents occur (Headteacher/ Deputy Head and parental involvement)
- An incident form must be filled out for everyone concerned (victim as well as perpetrator) and must be kept in the incident file.

All incidents are reported to the RGB and the Avanti Schools' Trust CEO.

## **Religion or Belief Equality**

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All members of staff through their induction period and through Inset are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff, governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based bullying relating to religion and beliefs. We record incidents and action is taken as and where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the governor's termly on our exclusion data.
- Curriculum planning at Avanti House School reflects a commitment to religious and beliefs equality and there will be opportunities in the curriculum to explore concepts and issues related to major world religion and beliefs.
- Assemblies, PSHE and the PRE Curriculum provide opportunities to explore and celebrate different beliefs and cultures.



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- We promote of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote gender equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- As a school we know our school population well and analyse data to set targets, identify under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti-bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on progress, well-being and safety.
- Educational visits to different places of worship are provided for to celebrate different religions, experiences and cultures.
- We include the contribution of different cultures/religions to world history and that promote positive images of people.
- All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as group of teams.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable adjustment requests relating to religious observance and practice.

All incidents are reported to the RGB and the Avanti Schools' Trust CEO.

## **Sexual Orientation Equality**

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All members of staff through their induction period and through Inset are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff, governors and pupils.



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- We deal promptly and effectively with all incidents and complaints of prejudice-based bullying relating to sexual orientation. We record incidents and action is taken as and where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the governor's termly on our exclusion data.
- Curriculum planning at Avanti House School reflects a commitment to equality and there will be opportunities in the curriculum to explore concepts and issues related to equality.
- Assemblies, PSHE and the PRE Curriculum provide opportunities to explore and celebrate different experiences, beliefs and cultures.
- We promote of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote gender equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- As a school we know our school population well and analyse data to set targets, identify under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti-bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on progress, well-being and safety.
- All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as group of teams.

All incidents are reported to the RGB and the Avanti Schools' Trust CEO.

## **Gender Reassignment Equality**

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All members of staff through their induction period and through Inset are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.



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- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff, governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based bullying relating to gender reassignment. We record incidents and action is taken as and where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the governor's termly on our exclusion data.
- Curriculum planning at Avanti House School reflects a commitment to equality and there will be opportunities in the curriculum to explore concepts and issues related to gender reassignment equality with due regard to the age of the group being taught.
- Assemblies, PSHE and the PRE Curriculum provide opportunities to explore and celebrate different experiences, attitudes and cultures.
- We promote of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- As a school we know our school population well and analyse data to set targets, identify under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti-bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own gender and uniqueness.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.
- We promote positive messages about gender through display, assemblies, visitors, whole school events and specific weeks e.g. Black History month and personal choices people make in their life styles.
- We have a rolling programme for reviewing all our school policies to ensure they impact on progress, well-being and safety.
- All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as group of teams.

All incidents are reported to the RGB and the Avanti Schools' Trust CEO.

## **Pregnancy and Maternity Equality**



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All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as group of teams.
- Minutes of meetings are kept to show equality issues and actions.
- We will ensure that pregnant women have the same work duties and responsibilities, unless changes arise from unrelated restructuring of work activities or adjustments that are necessary to their health and safety
- Pregnant women will be paid for time off for attendance at antenatal appointments
- Pregnant women will have the same training and promotion opportunities as other staff
- The school will devise a health and safety risk assessment alongside the individual to ensure their needs are met and that they remain safe at work
- Pregnant women will have the usual contractual sick pay arrangements for any pregnancy-related absence (please note that if you fall sick with a pregnancy-related illness in the 28 days before your baby is due, maternity leave will automatically begin)
- Pregnant women have a statutory right to reasonable paid time off work to attend appointments for antenatal care prescribed by a doctor, midwife or health visitor, irrespective of your length of service
- All women are entitled to up to 52 weeks' unpaid maternity leave
- While on maternity leave the individual is entitled by agreement with the Head of School to work for a maximum of ten Keeping in Touch (KIT) days for which you would be paid
- We will provide suitable rest facilities for breastfeeding mothers

## **Disability Equality**

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We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff, governors and pupils.

- We deal promptly and effectively with all incidents and complaints of prejudice-based bullying relating to disabilities. We record incidents and action is taken as and where appropriate.
- We keep a record of different prejudice-related incidents and provide a report to the governor's termly on our exclusion data.





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- Curriculum planning at Avanti House School reflects a commitment to equality and there will be opportunities in the curriculum to explore concepts and issues related to disability equality and identity.
- We promote of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote equality.
- We teach diversity and difference through a broad and balanced curriculum and the impact of stereotyping, prejudice and discrimination.
- We will use images and materials, which positively reflect a range of disabilities.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- As a school we know our school population well and analyse data to set targets, identify under performance of specific groups and drive standards.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti-bullying workshops, behaviour workshops.
- We encourage all pupils to appreciate their own uniqueness and the uniqueness of others.
- We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.
- We promote positive messages about disability through display, assemblies, visitors, whole school events and specific weeks e.g. Black History month.
- We have a rolling programme for reviewing all our school policies to ensure they impact on progress, well-being and safety.
- We include the contribution of different people to world history and that promote positive images of people.
- We take into account the reasonable the reasonable Adjustment duty for disabled pupils- designed to enhance access and participation so that disabled pupils are not at a disadvantage.
- All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as group of teams.

All incidents are reported to the RGB and the Avanti Schools' Trust CEO.

## **Age Equality (Other Than Pupils)**

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All members of staff through their induction period and through Inset are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.



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- We have a school Behaviour and Anti Bullying policy, which is reviewed annually with staff, governors and pupils.
- We deal promptly and effectively with all incidents and complaints of prejudice-based bullying relating to age discrimination. We record incidents and action is taken as and where appropriate.
- We keep a record of age discrimination incidents-and provide a report to the governor's termly on our exclusion data.
- We promote of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote equality.
- We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.
- We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- Parents and families are invited to specific workshops related to discrimination e.g. Anti-bullying workshops, behaviour workshops.
- We encourage all staff to appreciate their own uniqueness.
- We provide staff with opportunities to listen and discuss a range of opinions and empathise with different experiences.
- We promote positive messages about age through display, assemblies, visitors, whole school events and specific weeks.
- We have a rolling programme for reviewing all our school policies to ensure they impact on progress, well-being and safety.
- All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.
- We ensure wherever possible that the staffing of the school reflects our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as group of teams.

All incidents are reported to the RGB and the Avanti Schools' Trust CEO.



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## PART 5 – ACCESSIBILITY PLAN

The school has prepared and will implement the following accessibility plan to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and improve the delivery to disabled pupils of information readily accessible to pupils who are not disabled, within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The school will keep the Accessibility Plan under continual review and revise it as necessary.

## THE SCHOOL'S ACCESSIBILITY PLAN

### 2015-2016 Accessibility Plan

	<b>Name</b>	<b>Last Reviewed</b>	<b>Last Approved Date</b>
<b>Chair of Regional Governing Body (RGB)</b>	<b>Yuvraj Rana</b>	<b><u>RGB Autumn 2 -2015</u></b>	
<b>RGB Sub Committees Curriculum and Standards (C&amp;S) and Finance Premises and Human Resources (FPHR)</b>	<b>Kartik Khandawala Ghanashyam Patel</b>	<b><u>RGB Autumn 2 -2015</u></b>	
<b>Principal</b>	<b>Mark Bennison</b>	Reviewed - November 2015	
<b>Lead Professionals</b>	<b>Inclusion Lead Teacher Business Manager Office Manager Site Officer</b>	Reviewed - November 2015	



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## **ACCESSIBILITY PLAN**

### **1.0 Introduction**

#### **1.1 Accessibility plans: requirements**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The Department for Education (DfE) has published advice on the Equality Act, which requires all schools to have an accessibility plan 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
- Improving the availability of accessible information to disabled pupils
- The policy must be reviewed every three years
- It should be approved by the RGB, which is free to delegate this to a committee of the RGB, an individual governor or the headteacher

### **2.0 Definition of Disability**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Disability is defined by the Disability Discrimination Act 1995 (DDA):

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **3.0 Key Objective**

3.1 Our aim is to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation for pupils, and prospective pupils, with a disability.

In line with our ethos and **values**, the RGB of KAPSH is fully committed to meeting the requirements of both the Disability Discrimination Act 1995 and the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

- Mobility



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- Physical co-ordination
- Manual dexterity
- Continenence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight Cognitive ability, memory ,or ability to learn, concentrate or understand

The governors have made a clear statement in our ethos handbook that we are a fully inclusive school and respect and celebrate diversity and difference. We will make reasonable adjustments as necessary to the school and its infrastructure so that:

- The school does not engage in unlawful activity that discriminates 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.
- No person accessing the school site is served less favourably by way of their disability, or unable to access any necessary part of it.
- Any pupil with a disability is able to play a full and active part in all aspects of school life.
- Any pupil with a disability has equal and full access to all aspects of the curriculum and its delivery
- No pupils' standard of attainment or achievement should be compromised as a result of disability

## **4.0 Principles**

4.1 Compliance with the Equality Act 2010 is consistent with our aims and strong commitment to equality in all its manifestations. We recognise our duty under the Equality Act 2010 and DDA:

4.1.1 not to discriminate against disabled pupils in their admissions (the LEA has responsibility for pupil admission) and exclusions, and provision of education and associated services

4.1.2 not to treat disabled pupils less favorably than other pupils

4.1.3 to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

4.2 In performing their duties, governors and staff will have regard to the Special Needs Code of conduct. We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

4.3 We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their varied learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

4.3.1 setting suitable learning challenges



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4.3.2 responding to pupils' diverse learning needs

4.3.3 overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 5.0 Education & related activities

5.1 We will continue to seek and follow the advice of LA special educational needs and disabilities services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The school has an ethos of making pupils feel safe and treating all those who work with us stakeholders with dignity regardless of their disability. All pupils currently have full access to the curriculum, modified where necessary according to their need.

## 6.0 Physical environment

6.1 We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. The school has excellent physical accessibility to all areas within the school. All activities for pupils are based on the ground floor of our building which is fully accessible. The school site has the following features:

- Non-stepped or gradient ramp access for access to gain access to site and to the main building
- Wheelchair access lift to overcome stairs to the staffroom and teachers' preparation room
- Adequate space in circulation areas
- Disabled access toilets in all blocks
- There is stepped and ramp access to the elevated area where the astroturf pitch and the adventure playground are located. These areas are used for sports training, football, and extra- curricular activities. The surface of the ramp is not suited for wheel chair access.

## 7.0 Reasonable adjustment

7.1 The Act lists a number of factors likely to have a bearing on whether an adjustment is reasonable or not

7.1.1 How effective it is in preventing disadvantage

7.1.2 How practical it is

7.1.3 Its financial and other costs

7.1.4 The school's financial and other resources

7.1.5 The availability of financial or other help

7.1.6 The extent of the disruption caused

**7.2 This is an evolving duty, to be kept constantly under review. Examples of kinds of adjustment:-**



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- 7.2.1 Making adjustments to premises
- 7.2.2 Making adjustments to an office layout
- 7.2.3 Allocating some of the disabled person's duties to someone else
- 7.2.4 Transferring the disabled person to another vacancy
- 7.2.5 Altering the disabled person's working hours
- 7.2.6 Moving them to a different place of work
- 7.2.7 Allowing them to be absent during working hours for rehabilitation, assessment or treatment
- 7.2.8 Recording disability-related and non-disability-related absences separately but sensitively
- 7.2.9 Training, or arranging training for them
- 7.2.10 Acquiring or modifying equipment for them
- 7.2.11 Modifying instructions or reference manuals
- 7.2.12 Providing a signer, reader or interpreter for meetings and training
- 7.2.13 Providing supervision
- 7.3 We will also maintain close contact with the employee, personnel officers and with the relevant agencies and authorities e.g. the Access to Work Scheme 020 8218 2710 who do work place assessments and assist with funding for specialist equipment.

## **8.0 Provision of information to pupils, staff, parents/carers and visitors**

- 8.1 We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
  - Any learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress.
  - Ongoing CPD will be given to staff in response to our self-evaluation and particular emergence or audit of needs
  - Where there is a physical modification needed to improve information sharing e.g. software or hardware to enable access to curriculum in response to physical disability or sensory impairment, radio-aid for hearing impairment or mobility equipment to aid independence. We will work with relevant agencies to seek funding and train staff and pupils.
  - We will accommodate parents with a disability to the best of our ability by providing additional services as needed. E.g. ensuring information text is provided in larger print, allocating a key member of staff to communicate essential information where literacy is a barrier