WADDINGTON ALL SAINTS COMMUNITY SCHOOL

EQUALITY & DIVERSITY POLICY

This information is available in community languages and in alternative formats such as large print, audio tape and Braille.

For language translations, please contact the appropriate number below.

Albanian	Lithuanian
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Introduction

We are committed to the promotion of equality and diversity. In so doing, we realise the valuable contribution which all members of the community can make to the school. Our policies and practices will be reviewed to take into account the different needs and contributions of pupils, staff, parents and governors.

Vital to our work on equality and diversity is to ensure that pupils and staff can develop in an environment which is supportive of academic and emotional needs.

The legislation which applies to schools with regard to equality is complex and requires us to have in place various policies and practices. The Equality Act 2010 has consolidated all the discrimination laws and regulations into a single source and strategy for equality and diversity. Crucial to this is our intent that all those involved have access to a single resource which clearly details our commitments, describes our processes and sets out how we will deliver equality in schooling.

This strategy therefore includes specific commitments for our Single Equality Duty to meet:
1. Disability and Accessibility Plan
2. Gender, sex discrimination
3. Race including Racist Incidents Policy
4. Age
5. Religion and beliefs
6. Sexual orientation
7. Recruiting and employment
8. Pregnancy or maternity
9. Special Educational Needs

This combined approach strengthens our commitment to equality and diversity, realising that individuals may have multiple needs and requirements. Our strategy makes clear those specific duties required of us, which means anyone acting on behalf of the Governing Body, including employees are liable for their own discriminating actions along with the Governing Body unless they have attempted to prevent the individual from doing so.

The Act defines the four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

1. **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

E.g. If a school refused to let a pupil be a prefect because she was a lesbian.

2. **Indirect discrimination** occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. Eg.might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be "a proportionate means of achieving a legitimate aim". This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

3. **Harassment** has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". Where schools are concerned, the offence of harassment as defined in this way in the Act applies only to harassment because of disability, race, sex or pregnancy and maternity, and not to religion or belief, sexual orientation or gender reassignment. It is very important to recognise that this does **not** mean that schools are free to bully or harass pupils on these other grounds - to do so would still be unlawful as well as unacceptable. Any case against the school would be on grounds of direct discrimination rather than harassment.

4. **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. A protected act might involve making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act.

This strategy is written in such a way, that the reader can readily find and understand our approach to equality. Each section sets out the legal framework, our response to this, and links to other sections of the strategy which provide further information. Our action plan is also coded to reflect which area of the equality agenda the action is designed to address.

Our approach as a school is to 'mainstream' equality into our policies and practices, ensuring a focus on the issues. Therefore, our key policies on curriculum, pupil behaviour, staffing etc are revised to include equality considerations.

Equality Policy

We are committed to the promotion of equality and diversity in all areas of school life. In so doing, our aim is to eliminate unlawful discrimination, and to promote equality of opportunity and good community relations.
Equality in the context of school life involves all people involved in the development of the school, and the protected characteristics:

1 progress, attainment, and assessment;
2 behaviour, discipline, and exclusion;
3 pupils' personal development and pastoral care; including gender reassignment
4 teaching and learning;
5 admission and attendance;
6 the curriculum;
7 staff recruitment and professional development; and
8 partnerships with parents and guardians, and communities.
9 pregnancy or maternity

This policy provides a framework for action to address the six areas of equality covered by legislation – race, gender, disability, age, sexual orientation and religion or belief.

Commitments
We are committed to:
1 actively tackling discrimination, and promoting equal opportunities and good community relations;
2 encouraging, supporting, and helping all pupils and staff to reach their potential;
3 working with parents and guardians, and with the wider community, to tackle discrimination, and to follow and promote good practice; and
4 making sure our equality policy and its procedures are followed.

In positively taking forward our objectives on equality, we:
1 outline the responsibilities of all those involved in the school
2 set out the processes we shall use to assess our policies and practices
3 identify how we will monitor the work that we do, and
4 publish results each year to show our progress.

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Our Equality Duty puts these commitments into practice and puts an action plan in place to do so.

General Equality Duty (April 2011)

The development of a single General Equality Duty which includes our specific duties on disability and gender reassignment is our response to legislation on sex, race, age, religion and belief, and sexual orientation.

Although the legislation in each area has been consolidated it is different, and There are clear areas of similarity. In taking seriously our commitment to equality and diversity, we believe that an Equality Duty which combines activities will deliver more meaningful results and be more accessible to those involved.

This approach which we have taken brings together all our work on equality and diversity into a single strategy which details our policy and commitments, the processes we will follow, and our action plans.

Lincolnshire County Council consulted widely on their Equality and Diversity Strategy, and in so doing, worked with schools to identify the level of priority given to education in the county. .

In developing our general Equality Duty, we have followed the guidelines set by Lincolnshire County Council in their consultation with the Parent Partnership for Lincolnshire, ourselves, the Governing Body, and staff. In further developing our actions, and checking our progress, we will involve parents, pupils, staff and governors.

As actions are developed, and the results of monitoring become available, we will be able to consult more meaningfully on specifics with those people involved. Also, our annual reports will show the progress we are making, and we invite comments from people on these.

General Disability Equality
Within our Equality Duty, we recognise our responsibilities arising from all legislation relevant to Disability and Special Educational Needs, although the provision relating to disability is different. The Act of 2010 allows you to treat a disabled person more favourable than a person who is not disabled to the point where normal practices may have to be changed.

In responding to our duties in this context, we will ensure access to education and inclusion for disabled pupils in every aspect of school life by:

1 Protecting pupils from discrimination
2 Providing improvements to increase access over time, and
3 Providing auxiliary aids and services

Our responsibilities extend to our staff, parents and governors. We will eliminate discrimination in employment and recruitment and actively encourage disabled parents/guardians, and the parents/guardians of disabled children, to participate in relevant school activities.

The Act 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.

Legal Context
The following pieces of legislation shape the context in which we need to provide for equality of opportunity for disabled pupils, and those with Special Educational Needs:

9 Disability Discrimination Act 2005 (Disability Equality Duty)
10 The disability discrimination duties in Part 4 of the Disability Discrimination Act (DDA)
11 The planning duties in Part 4 of the Disability Discrimination Act (DDA)
12 The SEN and Disability Act 2001
13 The Special Educational Needs (SEN) duties in the Education Act 1996
14 Equality Act 2010

Disability Discrimination Act 2005
The regulations which revised the DDA in 2005 introduced the duties on schools, one being to have in place a Disability Equality Duty. The duties do not introduce new rights for disabled people, they introduce an obligation on schools to promote equality of opportunity for disabled people. The duties apply therefore to all people involved in the school: pupils, staff, governors and parents. These positive duties recognise that forward-looking methods of removing disadvantage and institutional discrimination are more effective than solely reacting to individual problems when they arise.

The Disability Equality Duties require us, when carrying out our functions, to

have due regard to meet the needs of people to:

14 promote equality of opportunity between disabled people and other people
15 eliminate discrimination that is unlawful under the revised Disability Discrimination Act 2005
16 eliminate disability related harassment
17 promote positive attitudes towards disabled people
18 encourage participation by disabled people in public life
19 take steps to meet disabled people's needs, even if this requires more favourable treatment.

These elements together are referred to as the **general duty**.

We also have **specific duties**, which provide us with a clear framework to work by. Central to the specific duties is the requirement to produce a Disability Equality Duty.

The main aim of the general duty is to promote disability equality and we have looked at everything we do, on a day-to-day basis, and have thought about how equality of opportunity for disabled people can be better promoted. To do this successfully, as a school, we have embedded disability in all management practices and policy development.

The other elements of the general duty support the promotion of disability equality and need to be given 'due regard' in their own right. ('Due regard' means that due weight to the need to promote disability equality in proportion to its relevance is given.

Our Disability Equality Duty includes:

20 Arrangements for gathering information on the effect of our policies and practices on, in particular:
   o the recruitment, development and retention of disabled employees
   o the educational opportunities available to and achievements of disabled pupils.
21 Details of how we will use the information gathered, in particular, in reviewing the effectiveness of our action plan and preparing subsequent Schemes.
22 Methods for assessing the impact of policies and practices on disability

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equality and where improvements can be made.

23 A plan of action - a list of action points that detail the steps that we are going to take to meet the general duty.

Disability Discrimination Duties in part 4 of the DDA

Discrimination in the context of the DDA Part 4 occurs if:

1 A disabled pupil or prospective pupil is treated less favourably than another for a reason related to their disability and without justification

2 A school fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage (known as reasonable adjustment).

The reasonable adjustment duty requires us to anticipate the barriers that disabled pupils may face and to then remove or minimise these before substantial disadvantage occurs.

Planning Duties in part 4 of the DDA

We have developed accessibility plans to improve access to education for disabled pupils. Over time, these plans will show how access will be increased, including:

1 Increasing access to the curriculum for disabled pupils;

2 Making improvements to the physical environment of the school to increase access to education and associated services;

3 Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

We are required to report each year on our progress on our accessibility plans. Our accessibility plan is combined with our Disability Equality Duty and so all actions are joined-up in our combined action plan. In doing this, our accessibility plans are coordinated with the Lincolnshire County Council Accessibility Strategy, which is built on consultation with specialist groups, children and young people, and parents/guardians.

See Appendix 3 - Accessibility Plan

The Special Educational Needs (SEN) duties in the Education Act 1996

It is important to note that the definition of Special Educational Needs is different to that of Disability, although there are overlaps between them both.

The SEN duties require schools to use their 'best endeavours' to make appropriate provision for children and young people with Special Educational

Needs. Thus the provision of auxiliary aids and services is not included in the reasonable adjustments duty of the DDA. In so doing, schools need to have regard to the SEN Code of Practice which gives guidance on how to interpret duties. We have an Educational Inclusion Policy which covers our commitments to pupils with Special Educational Needs (Appendix 1).

The Disabled Persons (Services, Consultation and Representation) Act 1986 applies to Scotland, England and Wales and requires schools to inform the education authority if they consider that a pupil might be disabled within the definition of the Disability Discrimination Act and to notify the education authority prior to the pupil leaving school with regard to any community care arrangements which he/she might require.

Definitions of Impairment and Disability

The Disability Discrimination Act 1995 and 2005 uses a World Health Organisation definition of disability as being "a physical or mental impairment that has a substantial and long-term adverse affect on a person's ability to carry out normal day-to-day activities."

The effect must be
1   substantial (that is more than minor or trivial)
2   long-term (that has lasted or is likely to last for at least a year), and
3   adverse.

"Normal day to day activities" must come within one of the following categories:
1   Mobility
2   Manual dexterity
3   Physical co-ordination
4   Continence
5   Ability to lift, carry or otherwise move everyday objects
6   Speech
7   Hearing or eyesight
8   Memory or ability to concentrate, learn or understand, and/or
9   Perception of the risk of physical danger.

The Act covers people with:
1   A physical impairment
2   A visual impairment
3   A hearing impairment
4   A learning difficulty
5   A specific learning difficulty (e.g. dyslexia)
6   Mental health issues; behavioural, emotional and social difficulties (BESD)

if it has a medical basis e.g. ADHD, ASD
7   People who are Deaf BSL users, and
8   People with long term health conditions from the point of diagnosis for example diabetes, multiple sclerosis and people living with HIV and cancer.

Not all pupils with Special Educational Needs are disabled pupils, for example not all children with the BSED (Behavioural, Social and Emotional Difficulties) need type and SLCN (Speech, Language and Communication Needs) need type will be disabled under the DDA definition.

1   A child may have significant behaviour difficulties and these may relate to an underlying physical or mental impairment that amounts to a disability under the Act. It is important that the school seek to identify any underlying impairment, with help from paediatricians.

2   Challenging behaviour may arise from a mental health condition. People with mental and emotional distress no longer need to have a 'clinically well-recognised diagnosis' but do need to have medical validation of their condition. This could be established through a comprehensive assessment by a GP or through a Child Adolescent Mental Health Services (CAMHS) referral and would then mean he/she would be classified as disabled.

3   A child may have a behavioural difficulty for a reason other than disability, for example arising from social or domestic circumstances, and it is likely that this is not covered by the legislation.

4   It is uncertain as to the origin of certain conditions such as ADHD, whether it is an impairment or socially created. The Disability Rights Commission have advised that children and young people with ADHD and ASD impairments are covered by the Act.

However, we are committed to supporting and promoting the Social Model of Disability, which says that people are disabled not by their impairment, but by a society that does not take account of their needs and prevents them from having full access to society due to due to physical, communication and social barriers. The social model identifies the problem as being the disabling world.   The disabling world which is made up of such discriminatory elements as:

- inaccessible information
- poor communication, e.g. lack of British Sign Language interpreters, few induction loop systems etc
- an inaccessible built or physical environment
- segregated services
- inaccessible transport

- bad design, and
- organisational barriers

Prejudice is manifested through:
- representations, for example media and fiction
- attitudes
- stereotyping
- negative assumptions
- fear
- low expectation, and
- offensive or thoughtless language.

The social model acknowledges that impairment is the functional limitation within an individual caused by a physical or mental or sensory condition, whilst suggesting that disability is the loss or limitation of opportunity to take part equally in the mainstream of the community as a result of barriers that do not affect others, for example physical and social barriers.

The social model locates the problem outside the disabled person and therefore offers a more positive approach because it doesn't blame the individual. It involves everyone in identifying solutions, encourages co-operative problem solving, removes barriers for others as well as disabled people, and acknowledges disabled people's rights to full participation as citizens.

We recognise that disability arises from society's negative treatment of disabled people and is not an inevitable consequence of people's impairments. We are committed to removing barriers faced by disabled people in relation to its employment practices, decision-making and provision of services.

General Gender Duty
Within our general Equality Duty and specifications, we recognise our responsibilities arising from all legislation relevant to gender.

In responding to our duties in this context, we will eliminate unlawful discrimination and promote equality of opportunity between males and females involved in the school: pupils, staff, parents/guardians and governors.

Legal Context

There are several pieces of legislation which shape the context in which schools need to provide for equality of opportunity between males and females.

Equality Act 2010 (Gender Equality Duty)
The Act introduces the gender equality duty for schools.
The general duty requires that we eliminate unlawful sex discrimination and harassment, and promote equality of opportunity between males and females (including transgender and gender reassignment).
The specific duty requires that we produce a gender equality scheme

Our Gender Equality Duty includes:

24 Our arrangements for gathering information on the effect of our policies and practices on, in particular:
    o   the recruitment, development and retention of male and female employees
    o   the educational opportunities available to and achievements of male and female pupils.
25 Details of how we will use the information gathered, in particular, in reviewing the effectiveness of our action plan and preparing subsequent Schemes.
26 Our methods for assessing the impact of our policies and practices on gender equality and where improvements can be made.
27 A plan of action - a list of action points that detail the steps that we are going to take to meet the general duty.

Unlawful sex discrimination and harassment includes discrimination as defined by the Sex Discrimination Act 1975, the Equal Pay Act 1970 and Gender Recognition Act.

We recognise that people of different genders can face other forms of discrimination or disadvantage because of their age, race, marital and civil partnership status, family circumstances, caring responsibilities, because they are disabled or because they are lesbian, gay or bisexual. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

General Race Duty
Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of

colour, ethnicity, nationality and national origin. Statute requires schools to have developed a strategy which ensures that all matters of equality are addressed in our equality scheme, giving them equal respect and consideration.

In all that we do within the school, we will work to provide equality of opportunity for pupils, parents and employees. We will deliver our commitments as required under the Race Relations Act 1976 and Race Relations (Amendment) Act 2000. Racial harassment, victimisation and bullying will not be tolerated, and will be handled effectively in line with our policy on dealing with and reporting racist incidents in the school (see Appendix 2)

We recognise that ethnic minority people can face other forms of discrimination or disadvantage because of their age, gender or gender identity, marital and civil partnership status, family circumstances, caring responsibilities, because they are disabled or because they are lesbian, gay or bisexual. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Age Equality
Our general equality duty states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of age.

In our employment practices, we will observe relevant legislation with regard to age and eliminate discrimination on this basis. Age is also included in our equality duty and so also our Equality Impact Assessment procedures, where it is relevant to policy consideration.

We will carry out our duties with regard to the Employment Equality (Age) Regulation 2006.

We recognise that people of different ages can face other forms of discrimination or disadvantage because of their gender, race, marital and civil partnership status, family circumstances, caring responsibilities, because they are disabled or because they are lesbian, gay or bisexual. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Religion and Belief Equality
Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of religion and belief, religious or philosophical.

Within our approach to equality and diversity, religion and belief, along with the lack of religion or belief, are covered by both our policy and our general equality duty and the specific duties which are included within them.

We will carry out our duties with regard to the Employment Equality (Religion or Belief) Regulation 2003.

We recognise that people with different religions can face other forms of discrimination or disadvantage because of their race, age, gender or gender identity, marital and civil partnership status, family circumstances, caring responsibilities, because they are disabled or because they are lesbian, gay or bisexual. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Sexual Orientation Equality
Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of sexual orientation.

Within our approach to equality and diversity, sexual orientation is covered by both our policy and our equality duty and the procedures which are included within them.

We will carry out our duties with regard to the Employment Equality (Sexual Orientation) Regulation 2003.

We recognise that lesbian women, gay men and bisexuals can face other forms of discrimination or disadvantage because of their age, gender, race, marital and civil partnership status, family circumstances, caring responsibilities, or because they are disabled. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Employing People
We will work to develop a workforce that broadly reflects the communities we serve. We will include equality of opportunity in all our employment practices, from advertising and recruitment, through to professional development and terms and conditions of employment.

In delivering our aims for equal opportunities in employment, we are making commitments which we will observe in our policies and day-to-day operations.

Recruitment

1 Advertising vacancies in such a way as to promote applicants from all groups in the community
2 Including only the skills and experience actually needed in job descriptions and person specifications (essential criteria)
3 Including in all contracts of employment, a requirement to implement and observe equality
4 Providing application packs, and accepting applications, in alternative formats wherever practicable to the position that is vacant
5 Recognising additional skills and competences gained through less formal routes such as voluntary work
6 Ensuring that all applicants for vacancies demonstrate their skills and competence pursuant to the vacancy advertised
7 Monitoring those applying for vacancies, and those appointed, by race, gender, disability, age, religion or belief, and work-status (full/part-time)
8 Supporting our employees by providing opportunities for learning and development

Work Environment

1 Constantly reviewing and developing policies and procedures for employment which reflect equality legislation and modern working practices
2 Ensuring that the work environment is safe and free from harassment, victimization and bullying.
3 Making adaptations, where appropriate, to support staff in post
4 Communicating our Equal Opportunities Policy, and Equality and Diversity Strategy, to all employees and clarifying everyone's role in delivering them
5 Dealing with all breaches of policy in a transparent, supportive and fair manner
6 Monitoring personnel activities to ensure discrimination does not take place

Positive Action

1 Working toward the Employment Service's 'Positive about Disabled People scheme' which commits us to:
   o Interviewing all disabled applicants who meet the essential criteria for a

vacancy and consider them on their abilities
- o Making every effort to ensure that employees who become disabled can remain in employment
- o Ensuring that all employees are aware of disability issues pertinent to their work
- o Making sure that there is an annual (minimum) review with disabled employees with regard to their specific development needs
- o Reviewing these commitment and achievements annually, planning future improvements and reporting to the Employment Service

Involvement

We recognise that successful implementation of our aims and values depends on the involvement of all involved.

In the first instance, this requires us to communicate our aspirations, policies and plans to children, parents, staff and all Governors, also to maintain these communications by reporting on our progress.

In order to be successful, we need to reflect the views and desires of those involved in the school, and so we will consult with children, parents, staff and Governors as appropriate in order to identify areas for priority improvement and to receive feedback on our actions.

Successful consultation will depend on our reaching *all* people involved in the process, and ensuring that we receive the views of people from different groups. We will consult on the development of our equality policies, not only on the strategic direction we intend, but also using consultation to develop specific actions in our plans.

Assessing functions and policies

As legislation prescribes, our 'functions' are our full range of duties and powers. Our 'policies' are the full range of formal and informal decisions that we take in carrying out our duties. In common with all public authorities, we will have some explicit 'policies' and other practices which are embedded in our day-to-day activities.

We will assess those functions and policies 'relevant' to equality, meaning those that have, or could have implications on the promotion of equality. Some areas will be more relevant than others, and we have identified these in our equality policy.

In our action plan, we will identify those areas in need of assessment. The process for undertaking this 'checking' is called Equality Impact Assessment and we will use a process which covers all areas of equality.

Pregnancy and maternity

Protection for pregnant pupils from discrimination is new to the Equality Act 2010. School have to make specific provision for any pupil in their care with due regard to the DfES guidance on the 'Education of School Age Parents'. Full information can be found in the Equality Act under chapter 5 of the Equality Duty.

Equality Impact Assessment
The requirement to undertake Equality Impact Assessments (EIA) has its basis in legislation and performance frameworks.
The first statutory requirement to undertake assessments arose from the Race Relations (Amendment) Act. This requirement has since been included in statute on Disability and Gender. There is also the anticipation of the need to undertake impact assessments for age, religion/faith and sexual orientation.
An Equality Impact Assessment therefore is an assessment across all six strands of the equality agenda.
"An EIA is a thorough and systematic analysis of a policy, whether that policy is written or unwritten, formal or informal, and irrespective of the scope of the policy"
The purpose of an EIA is to determine whether there could be an adverse impact on groups in society. In so doing, all policies that have an effect on the public and/or staff should be assessed for their impact. It should be noted that changes to an existing policy, or proposals to delete a policy are also subject to Equality Impact Assessments as these constitute 'new' policy.

The Process
Equality Impact Assessment is undertaken through a series of templates Appendix 4.

There are two forms of assessment which can take place. The first is on an *existing* policy or service. This is a retrospective assessment. The second is during the development of *new* policy or services, and as such is concurrent to the usual processes of research and consultation.

However, the process to follow for both is identical, only that when developing a policy, the activity is not separate but entwined.

The model we use for Equality Impact Assessment is a three-stage process.

1. Initial Screening
This stage poses questions which assist the policymaker in determining at an early stage whether there may be any negative impacts on groups in society which need further investigation.

2. Partial Assessment
Once it has been determined that further investigation is needed. It will begin to discuss in greater detail the potential risks that might arise from policy implementation, and contrast these to the benefits of the policy. A partial assessment requires greater investigation and research, whether it be 'hard' data or consultation with colleagues and/or experts on the topic.

3. Full Assessment
A full impact assessment is required when a partial assessment indicates that there are still potential risks inherent in the policy which need very detailed enquiry. At this stage, consultation with the community will be necessary, and a clear discussion of the options available and changes which can be made to the policy.

This template for Equality Impact Assessment will support the policymaker in determining the level of assessment necessary. It is possible to 'exit' the process of impact assessment at each stage of the process, provided the evidence demonstrates that risks are minimal or justifiable.

Consulting on the likely impact of policies
When revising existing policies, or producing new, we consult with relevant people involved in the delivery and purpose of the policy and undergo an Equality Impact Assessment as part of the development process. Both the draft policy and Equality Impact Assessment being made available during consultation.

Our consultation activities need to take account of the needs of different people so when consulting, we will ensure that:
1 we value the views of all those responding, and give serious consideration to the views that we receive
2 our priority is to listen to those who are most likely to be affected by the policy
3 the purpose of the consultation are clear
4 appropriate methods are used to consult with different groups, and every effort is made to make the consultation accessible to all people
5 relevant community groups, with specific expertise and members, are

involved in the process, and that

6 the results of the consultation are made available.

Working with Lincolnshire County Council and other schools in Lincolnshire, we will support the development of countywide groups representing those with special interests and needs in the context of equality. This will help us to ensure that we both receive the views of people who are more likely to experience disadvantage, and to receive feedback on how we can continually improve our consultation methods.

Monitoring

As part of our statutory duties, we are required to monitor our work on equality in a number of key areas:

- Employment (and associated functions)
- Service provision
- Policy and decision-making
- Complaints

In order to do this, we will improve the way in which we collect and use data about our customers, employees, contractors and elected members. We will change and improve the way in which we use information about people – whether staff or customers - and do this in ways that allow us to sensitively monitor our performance on equality while at the same time meeting our duties under the Freedom of Information and Data Protection Acts. We recognise that monitoring is essential if we are to improve our services and employment practices.

Employment Monitoring-In order to meet the specific employment duties of the Acts, we are required to monitor in the following areas, by race, gender and disability. We will also monitor by age, sexual orientation and religion or belief where relevant:

1 Job applicants, including those short-listed and those appointed
2 Employees in post
3 Applications for training, and training received
4 Appraisals and those who suffer a detriment as a result of appraisal
5 Employees bringing grievances against the Council as an employer, including complaints of harassment, discrimination or bullying
6 Employees subject to disciplinary action
7 Employees leaving the Council and their reasons for leaving

We are currently working to improve our systems for collecting, interrogating and managing employment monitoring data in line with Lincolnshire County Councils guidelines and initiatives.

Monitoring our Services
We will continue to develop monitoring systems for various areas of school activities. The purpose, of the monitoring, being to identify if there are any differences between people of different groups, and therefore to determine if these are adverse differences. The monitoring data will therefore enable us to identify not only any areas for improvement, but also to measure our success in rectifying any adverse impact, and to set targets as appropriate.
Such areas that monitoring might be needed include (for example):
1 Pupils' attainment and progress
2 Curriculum, teaching and learning (including language and cultural needs)
3 Promoting good relations in the school and in the local community
4 Care and assessment
5 Staff recruitment and career development
6 The School's values
7 Pupil behaviour, discipline and exclusion
8 Harassment and bullying
9 Admission and transfer procedures
10 Membership of the governing body

Involving parents and the community in the school

Communication

This equality policy and equality duty will be made available to all staff, pupils, governors, parents/guardians and the community.
The information contained herein will be provided in alternative formats if required such as Braille, large print, audio tape and translated into other languages.

The results of Equality Impact Assessments, consultations and monitoring exercises will be made available also. The data from monitoring exercises may be subject to appropriate screening to ensure that individuals cannot be identified. Where it is the case that data is sensitive and identifies individuals, it will not be made available.

Each year, we will report on progress with our Equality Duty (and Accessibility Plan). We will include details on progress in our annual School Improvement Plan

and Self-Evaluation Form where it is applicable.
We will include reference to our equality policy and equality duty, particularly our key commitments, in the school prospectus.

Every three years, we will review our Equality Duty and produce a revised version. However, where our monitoring and progress reports show the need for change or revision, we will make those changes as required each year to keep the Scheme up-to-date and meaningful.

Implementation

Following an audit of our functions and policies, we have developed a three-year action plan to deliver on our equality commitments.
This plan is structured in such a way that it combines all our equality planning into a single plan of action. The plan is laid out so that it can be seen which area of the equality agenda we are addressing with the action, by reference in a column to 'race', 'disability' etc, as appropriate. The headings in the plan reflect those required for an accessibility plan. Therefore, we have planned for all activities in a single resource.

It is our belief that planning for equality in this way enables us to work in a joined-up and effective way, ensuring that all issues are taken into account at the same time.

The plan lasts for three-years. Where the results of our activity indicate the need for more actions to be included, we will update the plan to include this. Though subject to a formal three-yearly review, we will keep the action plan up-to-date. Each action is assigned to a responsible person, or group of persons. The Headteacher (through management arrangements) and the Governing Body will monitor progress on the action plan throughout the academic year.
We will report annually on our progress.

Procurement
Our obligations under statute extend to those services we contract to other providers. In the first instance, all contractors will be required to have in place their own equal opportunities policies for staff and customers, and/or a commitment to abide by our equality policies. In some circumstances, contracts may need to include requirements of providers to monitor their customers and/or staff in order that we can meet our obligations to assess our own services and/or workforce.

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School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Training

In order to meet our responsibilities under the Acts, we need to ensure that all staff, including the elected Governors, are aware of the general duty to promote race, disability and gender equality, and any specific duties relevant to their roles.

All existing and new staff will be made aware of the School's equality policy, its purpose and how it takes effect. Specific training will be undertaken on key aspects of the policies, most particularly for staff with designated responsibilities such as the teachers responsible for racist incidents, special educational needs etc.

Additionally, we will monitor all training provided to teachers and staff to ensure that there is an equitable take-up and provision.

Responsibilites

The Governing Body
The governors are responsible for:
1   making sure the school complies with all relevant legislation, and
2   making sure the equality policy and equality duty followed
3   ensuring that the procedures for candidates to stand for election and for parents to vote for candidates are accessible

The Head Teacher
The head teacher is responsible for:
1   making sure the equality policy and equality duty readily available and that the governors, staff, pupils, and their parents and guardians know about them
2   making sure the equality policy and equality duty followed
3   producing regular information for staff and governors about the policy and duty how they are working, and providing training for them, if necessary;
4   making sure all staff know their responsibilities and receive training and

support in carrying these out; and

5   taking appropriate action in cases of harassment and/or discrimination.

All Staff

All staff are responsible for:

1   dealing with discriminatory incidents, and being able to recognise and tackle bias and stereotyping;

2   promoting equal opportunities and good community relations, and avoiding discrimination against anyone for reasons of race, nationality, ethnic or national origins, disability, gender, religion or belief, age or sexual orientation

3   keeping up to date with the law on discrimination, and taking up training and learning opportunities.

Visitors and Contractors

Visitors and contractors are responsible for:

1   knowing, and following, our equality policy.

Educational Inclusion Policy
(includes Special Educational Needs (SEN) Policy)

Educational Exclusion

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individual, and groups of, children within our school:

1. girls and boys;
2. minority ethnic and faith groups;
3. children who need support to learn English as an additional language;
4. disabled children
5. children with special educational needs;
6. able, gifted and talented children;
7. children who are at risk of disaffection or exclusion;
8. travellers;
9. asylum seekers.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

1. setting suitable learning challenges;
2. responding to children's diverse learning needs;
3. overcoming potential barriers to learning and assessment for individuals and groups of pupils;
4. providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
5. commitment to 'Extended School' provision;
6. commitment to 'Every Child Matters' agenda;

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

1. do all our children achieve their best?
2. are there differences in the achievement of different groups of children?
3. what are we doing for those children who we know are not achieving their best?
4. are our actions effective?
5. are we successful in promoting racial harmony and preparing pupils to live

in a diverse society?

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers and other support staff respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race,

gender and disability.

Teachers ensure that all children:
1 feel secure and know that their contributions are valued;
2 appreciate and value the differences they see in others;
3 take responsibility for their own actions;
4 are taught in groupings that allow them all to experience success;
5 use materials that reflect a range of social and cultural backgrounds, without stereotyping;
6 have a common curriculum experience that allows for a range of different learning styles;
7 have challenging targets that enable them to succeed;
8 participate fully, regardless of disabilities or medical needs.

Disabled Children
Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act 2005 and the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. Our Equality and Diversity Strategy (including Disability Equality Duty and Accessibility Plan) identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:
1 takes account of their pace of learning and the equipment they use;
2 takes account of the effort and concentration needed in oral work, or

when using, for example, vision aids;

3.   is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;

4.   allows opportunities for them to take part in educational visits and other activities linked to their studies;

5.   includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;

6.   uses assessment techniques that reflect their individual needs and abilities.

Children with Special Educational Needs

We aim to meet the definition of Special Educational Needs (SEN), as stated in the Code of Practice. Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a child may have Special Educational Needs.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act and Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Commitments

·   to create an environment that meets the special educational needs of each child;

·   to ensure that the special educational needs of children are identified, assessed and provided for;

·   to make clear the expectations of all partners in the process;

·   to identify the roles and responsibilities of staff in providing for children's special educational needs;

·   to enable all children to have full access to all elements of the school

curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

All children are assessed when they enter our school (see Assessment Policy), so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's registration teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The registration teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs and the procedures set out in the SEN Code of Practise will be closely adhered to..

We will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least three times a year.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in School Action. This enhanced level of support is called School Action Plus. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the County Council. A range of written evidence about the child will support the request.

The role of the SEN Manager is to have an overview of all SEN issues while the SENCO's role is to:
- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs through the SEN Administrator
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff.

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher in liasion with the SEN Manager. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SEN Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been used.

Assessment
We recognise that the identification of a child's need can be made by a number of people including G.P., Health Visitor, previous teacher/educator, parent.

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SENCO works closely with parents and teachers to plan an appropriate programme of support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The County Council seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Access to the curriculum
All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at both School Action and School Action Plus levels have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do

not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents
The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation
In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school. Children are involved at an appropriate level in setting targets in their IEPs and in IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and review
The Special Education Needs Coordinator Manger and SENCO monitors the movement of children within the SEN system in school and provides the Headteacher with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SEN Manger and the headteacher hold regular meetings to review the work of the school in this area. The SEN Team regularly update the named governor with responsibility for special needs of any changes to the law, procedures etc.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Appendix 2

Dealing with and Handling Racist Incidents in School

The Race Relations (Amendment) Act 2000 requires that we take active steps to eliminate unlawful racial discrimination, to promote equality of opportunity and to promote good race relations between persons of different racial groups.

We take a positive approach to this duty through our equality policy and taking steps to build cohesive communities through our curriculum, teaching practices and staffing arrangements.
However, in the event that racist incidents take place in school, we have a duty and responsibility to deal with these effectively.

A racist incident is defined as 'any incident which is perceived to be racist by the victim or any other person'. The definition is such to prevent pre-judging the circumstances and nature of the offence.
Racist behaviour can be manifest in various forms, for example:
2 Physical assault
3 Physical intimidation
4 Verbal abuse
5 Insensitive/inappropriate remarks
6 Racist graffiti
7 Written comments/drawings
8 Abuse of/damage to personal property
9 Non-cooperation/disrespect

In dealing with and handling any such incidents that might arise, we work to the guidance in the Lincolnshire County Council handbook. This defines levels of offence, and the appropriate body to handle them. Lower level incidents we will handle within the school. However, incidents which are defined as crimes, we are duty bound to report to the Police Authority.
In following these procedures, we will record *all* racist incidents that are investigated, and any actions undertaken.

Reporting racist incidence
We make available a reporting form to any member of the school community so that any racist incident may be reported to us. The Head teacher will receive and handle all such reports and inform the Governors of the School who, in turn, will report the number and nature of incidents in their Annual Report.
Each year, we will inform Lincolnshire County Council of the levels of incidents also.

Reviewing reports received

Upon the receipt of a reported possible racist incident, the Headteacher and management of the School will determine with immediate priority whether the incident constitutes a matter of child protection (the determination is whether the child or young person is likely to suffer 'significant harm' – as defined by The Children Act 1999). If the issue is of child protection, it would be immediately referred to relevant school staff member responsible for such issues, and procedures followed as determined in the Lincolnshire School Administration Handbook.

If the incident does not constitute a child protection issue, then an internal investigation will take place to establish whether the incident occurred, and whether the motivation was racist. Upon determination, and conditional on the severity of the incident, the school will take appropriate action with both the victim and the perpetrator and involve outside agencies as appropriate.

Where relevant, other policies within the School may be used to handle any alleged incidents. Our Bullying Policy, Child Protection Policy and staffing procedures are all related. Full details of procedures, monitoring forms and processes, and further guidance are found in the Lincolnshire County Council guidance for schools on 'Dealing with and handling racist incidents in School' (2006) and the School Administration Handbook.

Appendix 3
ACCESSIBILITY PLAN INCLUDING STRATEGIES

This policy should be followed with due regard to the requirements of the School's Equality and Diversity Policy.

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2009 – March 2012.

2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. The Waddington All Saints School plans to monitor the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to continually monitor and:

   - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

   - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

   - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Eg. handouts, timetables, textbooks and information about the school and school events and will be made available in various preferred formats within a reasonable time frame.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge the need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
   - Curriculum
   - Equal Opportunities and Diversity and all the areas covered within.
   - Staff Development
   - Health & Safety (including off-site safety)
   - Inclusion
   - Special Needs
   - Behaviour Management
   - School Improvement Plan
   - Asset Management Plan
   - School Brochure and Mission Statement
   - Teaching and Learning File

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

10. The School Brochure will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

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13. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

14. The school will work in partnership with the local education authority, in developing and implementing this plan and will adopt in principle the "Lincolnshire County Council Accessibility Strategy (Pupils)".

15. The Plan will be monitored by Ofsted as part of their inspection cycle.

Waddington All Saints Accessibility Plan

Date: Apr 09-Mar 12

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
ACCESS TO CURRICULUM **Ensure access to computer technology appropriate for pupils with disabilities.**	▪ **ICT to include prioritised purchasing list for computer technology as required for pupils with disabilities.** ▪ **School staff to update on available technology on a termly basis.**	**As required – unless needs of pupils in school require immediate action.**		**All Key Leaders**	**Governors - Curriculum and Premises**	**Access to appropriate computer technology will be improved for all disabled pupils.**
ACCESS TO CURRICULUM **Reflect identified areas of need in lesson planning and delivery.**	▪ **Incorporate Quality First Teaching into all planning.** ▪ **Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.** ▪ **Purchase of resources to increase student participation.**	**Ongoing**		**All staff**	**SLT Governors – Curriculum & Premises**	**Improved access to curriculum for all pupils.**

ACCESS TO CURRICULUM **Prioritise student participation in school activities.**	▪ **Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it.** ▪ **Ensure school activities are accessible to all students.**	**Ongoing**		**All staff** **Governors**	**SLT** **Governors –** **Curriculum &** **Premises**	**Increased participation in school life for students with disabilities.**
SCHOOL POLICIES **Ensure all policies consider the implications of Disability Access.**	▪ **Consider all policies in view of implications.**	**September 09** **Review May-** **Sept 2011**		**Governors**	**Governors –** **Curriculum &** **Premises**	**Access to all aspects of school life for all students.**
SCHOOL BUILDINGS **Ensure that access to school buildings and site can meet diverse pupil needs.**	▪ **Provide disabled parking bays.** ▪ **Accessibility and clarity of signs around school.** ▪ **Awareness of independent access.** ▪ **Clear identification of room functions.**	**October09** **Ongoing**	**Part of current build** **Completed October 2009**	**Governors –** **Curriculum &** **Premises**	**Governors –** **Curriculum &** **Premises**	**Access to school buildings and site improved.**
CLASSROOMS **Ensure that classrooms are optimally organised for disabled pupils within current restraints.** **Identify needs and actions for future improvements.**	▪ **Plan classrooms in accordance with pupil need.** ▪ **Organise resources within classrooms to reflect student need.** ▪ **Incorporate accessibility into any proposed structural alternatives.** ▪ **Provide quiet areas within school.**	**Ongoing**			**Governors –** **Curriculum &** **Premises**	**Appropriate use of resources for diverse needs of pupils with disabilities.**

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	▪ **Think beyond the ramp. Look at accessibility in all areas of school life.**					
NEWSLETTERS AND DOCUMENTS **Availability of newsletters and school documents in alternative formats.**	▪ **Use of pastel paper for dyslexic students.** ▪ **Large print and audio formats as required.** ▪ **Information in student planners when student need requires this.** ▪ **Home / School pack for students and ASD spectrum and students with communication difficulties.** ▪ **Homework information available as information sheets in alternative formats when requested.**	**Ongoing**			**Governors**	**Access to information for pupils with disabilities and parents / carers..**

Equality Impact Assessment

The Purpose of Equality Impact Assessment

The requirement to undertake Equality Impact Assessments has its basis in legislation and performance frameworks.

The first statutory requirement to undertake assessments arose from the Race Relations (Amendment) Act. This requirement has since been included in statute on Disability and Gender. The Equality Standard for Local Government also anticipates evidence of impact assessments being undertaken in services, and that these will be undertaken for age, religion/faith and sexual orientation also.

An Equality Impact Assessment is an assessment across all six strands of the equality agenda.

"An EIA is a thorough and systematic analysis of a policy, whether that policy is written or unwritten, formal or informal, and irrespective of the scope of the policy"

The purpose of an EIA is to determine whether there could be an adverse impact on groups in society. In so doing, all policies that have an effect the public and/or staff should be assessed for their impact. It should be noted that changes to an existing policy, or proposals to delete a policy are also subject to Equality Impact Assessments as these constitute 'new' policy.

The Process of Equality Impact Assessment

Equality Impact Assessment is undertaken through a series of templates and a three-stage process.

There are two forms of assessment which can take place. The first is on an *existing* policy or service. This is a retrospective assessment. The second is during the development of *new* policy or services, and as such is concurrent to the usual processes of research and consultation. However, the process to follow for both is identical, only that when developing a policy, the activity is not separate but entwined.

Initial Screening

This is similar to a desktop exercise. The template at this stage poses questions which assist the policymaker in determining at an early stage whether there may be any negative impacts on groups in society which need further investigation.

Partial Assessment

This process flows from the initial screening, once it has been determined that further investigation is needed. It will begin to discuss in greater detail the potential risks that might arise from policy implementation, and contrast these to the benefits of the policy. A partial assessment requires greater investigation and research, whether it be 'hard' data or consultation with colleagues and/or experts on the topic.

Full Assessment

A full impact assessment is required when a partial assessment indicates that there are still potential risks inherent in the policy which need very detailed enquiry. At this stage, consultation with the community will be necessary, and a clear discussion of the options available and changes which can be made to the policy.

The template for Equality Impact Assessment and this guide will support policymakers in determining the level of assessment necessary. It is possible to 'exit' the process of impact assessment at each stage of the process, provided the evidence demonstrates that risks are minimal or justifiable.

The Equality Impact Assessment Template

The template is a form which the policymaker completes. Each line of enquiry takes the assessors through a process of investigation and draws out the key information that they need to make an assessment. It also provides an audit trail for the public and other stakeholders to examine the process undertaken, as all Equality Impact Assessments are published upon completion.

Initial Equality Impact Assessment

School	Service	Person responsible for the assessment:	Date assessment completed:
Type name of School	Type name of Service Area	Type in your Job Title	

Title of the policy being assessed	**type in title of the policy**
The status of the policy	existing/new/revised/deletion (type in whichever is appropriate)
1.) What are the aims, objectives and purpose of the policy?	briefly type the overall purpose of the policy i.e. 'to develop a corporate framework for eliminating discrimination and promoting equality in services'
2.) Does the policy support other objectives of the School?	briefly type in any relevant links to other work of the School i.e. 'to support the School's aims in the Equality and Diversity Strategy'
3.) Who is intended to benefit from the policy, and in what way?	• briefly identify the 'customers' of the strategy i.e. 'parents of pupils with special educational needs - to provide information on accessing support networks'
4.) What outcomes are anticipated from the policy being in place?	• type in the intended effect for customers that is intended from the policy being implemented i.e. 'improved educational attainment of childrenwith SEN'

5.) Who are the main stakeholders of	**Community**	**Staff**	**Partners**

this policy?	• Type in list form, the intended customers of the policy i.e. pupils with SEN	• Type in list form, those colleagues delivering the policy i.e. Teachers, Classroom Assistants	• Type in list form, any partners actually involved in delivering the policy i.e. further education colleges
6.) Are there any concerns that the policy *could* have a negative impact with regard to race and ethnicity?	**Yes/No, type whichever is applicable**	If you have identified any concerns, briefly describe them here - otherwise, delete this freetext	
What evidence (actual data or assumptions) do you have to support this?	Briefly describe your position i.e. 'latest data shows an increase in the number of pupils who first language is not English'		
7.) Are there any concerns that the policy *could* have a negative impact with regard to gender?	**Yes/No, type whichever is applicable**	If you have identified any concerns, briefly describe them here - otherwise, delete this freetext	
What evidence (actual data or assumptions) do you have to support this?	Briefly describe your position		
8.) Are there any concerns that the policy *could* have a negative impact with regard to disability?	**Yes/No, type whichever is applicable**	If you have identified any concerns, briefly describe them here - otherwise, delete this freetext	
What evidence (actual data or assumptions) do you have to support this?	Briefly describe your position		
9.) Are there any concerns that the policy *could* have a negative impact with regard to age?	**Yes/No, type whichever is applicable**	If you have identified any concerns, briefly describe them here - otherwise, delete this freetext	
What evidence (actual data or assumptions) do you have to support this?	Briefly describe your position		
10.) Are there any concerns that the policy *could* have a negative impact with regard to religion/belief?	**Yes/No, type whichever is applicable**	If you have identified any concerns, briefly describe them here - otherwise, delete this freetext	

What evidence (actual data or assumptions) do you have to support this?	Briefly describe your position	
11.) Are there any concerns that the policy _could_ have a negative impact with regard to sexual orientation?	**Yes/No, type whichever is applicable**	If you have identified any concerns, briefly describe them here - otherwise, delete this freetext
What evidence (actual data or assumptions) do you have to support this?	Briefly describe your position	
12.) Could the negative impact you have identified in questions 6-11 lead to the potential for _adverse_ impact if the policy is implemented?	**Yes/No, type whichever is applicable**	If you have identified any concerns, briefly describe them here - otherwise, delete this freetext i.e. 'use of third-party venues which might not be accessible to disabled people'
Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group? Or any other reason?	**Yes/No, type whichever is applicable**	Explain here the grounds for your decision, being clear which group is affected i.e. 'the policy includes for positive action to encourage disabled applicants due to the under-representation in our workforce profile'
Can the impact be mitigated by existing means?	**Yes/No, type whichever is applicable**	Explain here what means can mitigate the effect i.e. 'revising the policy to include translated passages signposting the interpretations service'
If yes, what actions will you undertake to mitigate these impacts and revise the policy?	• Clearly detail the actions to be undertaken i.e. train staff on the interpretations/translations service, produce summary literature to distribute to community groups to raise awareness'	

13.) As a result of your assessment, and any actions undertaken, should the policy proceed to a partial impact assessment?	**Yes/No, type whichever is applicable**	**If yes, the date of completion for the partial assessment**	
Has this assessment been undertaken by a minimum of two staff?	*Yes/No, type whichever is applicable*	*Has this assessment been reviewed by the relevant management group?*	*Yes/No, type whichever is applicable*
If the policy is new, or requires a decision by Governors to revise, has this Equality Impact Assessment been included with the report?			*Yes/No, type whichever is applicable or delete*
Have any actions identified in this assessment been included in the school's equality and diversity action plan?			*Yes/No, type whichever is applicable or delete*

Initial Equality Impact Assessment

Completed by:	*Type in your name*	Signed off by:	*Type in Manager's name, once approved*

Full Equality Impact Assessment

School	Service	Person responsible for the assessment:	Date assessment completed:
Type name of School	Type name of Service Area	Type in your Job Title	

Title of the policy being assessed	**type in title of the policy**		

1.) In what areas have concerns been identified that the policy <u>could</u> have a negative impact (delete those not applicable)?	**Race**	**Disability**	**Age**
	Gender	**Religion/Belief**	**Sexual Orientation**

2.) What are these concerns?	• Type in detail your concerns for those groups identified i.e. 'Gender - that the policy will not permit the necessary flexibility to enable the recruitment of working parents'
3.) Do you have evidence to support these concerns and/or to demonstrate that the concern is already evident?	• Type in the evidence that you have, which may come from workforce profiles, monitoring data, complaints or anecdotal information from staff and colleagues i.e. Disability - X% of Lincolnshire's population are disabled, however only X% of pupils are'

Full Equality Impact Assessment

4.) What are the risks associated with the policy in relation to negative/adverse impact?	• Type in the effects that you consider might occur from the differential impact you have identified, if realised i.e. Disability - those with visual difficulties will not participate in recreational activities		
5.) Please state clearly the expected benefits of the policy	• In more detail than for initial assessment, detail the expected benefits of the policy. This is to enable a contrast of your concerns in line with the outcomes of the policy		
6.) Are there any experts/relevant groups who you can approach to explore their views on the issues raised?	*Yes/No, type whichever is applicable or delete*	**How will the views of these groups be obtained? (please select appropriate boxes)**	Letter ☐ Survey/Consultation ☐ Meetings ☐ Telephone Interviews ☐ Focus Groups ☐ Workshops ☐
List those relevant groups/experts that will be approached	Type in the names of these groups - they may be community or staff groups, and relevant expert staff and peers	**When were these groups contacted?**	
7.) Explain the views received from those contacted with regard to the concerns identified	• List the views received, particularly making certain to show whether the view confirmed or disagreed with your concerns, and any suggestions for change made to you		

8.) Taking into account the views of the groups/experts and available evidence: give an account of whether the risks that you have identified outweigh the benefits expected from the policy	Detail the effect that you think the risks will have on the success of the policy, you may wish to include costs or user statistics to demonstrate the net effect	
Have any suggestions arisen which can be put in place to mitigate/lessen these risks?	**Yes/No, type whichever is applicable**	Explain here those actions identified and/or revisions to the policy'
If yes, what actions will you undertake to mitigate these impacts and revise the policy?	• Clearly detail the actions to be undertaken i.e. train staff on the interpretations/translations service, produce summary literature to distribute to community groups to raise awareness'	

9.) As a result of this assessment is a Full Impact assessment necessary?	Yes/No, type whichever is applicable	Date on which the Full assessment to be started		Date on which the Full assessment to be completed	

Full Equality Impact Assessment

Has this assessment been undertaken by a minimum of two staff?	*Yes/No, type whichever is applicable*	*Has this assessment been scrutinised the relevant management group?*	*Yes/No, type whichever is applicable*
If the policy is new, or requires a decision by Governors to revise, has this Equality Impact Assessment been included with the report?			*Yes/No, type whichever is applicable or delete*
Have any actions identified in this assessment been included in the School's equality and diversity action plan?			*Yes/No, type whichever is applicable or delete*
Completed by:	*Type in your name*	*Signed off by:*	*Type in Manager's name, once approved*

Full Equality Impact Assessment

School	Service	Person responsible for the assessment:	Date assessment completed:
Type name of School	Type name of Service Area	Type in your Job Title	

Title of the policy being assessed	type in title of the policy		

1.) In what areas were concerns identified that the policy <u>could</u> have a negative impact (delete those not applicable)?	**Race**	**Disability**	**Age**
	Gender	**Religion/Belief**	**Sexual Orientation**

2.) The reason for undertaking a Full Impact Assessment on this policy	**Potential Impact**		**Group**
	• list those impacts which still have potential following your partial assessment, showing the relevant group in the next column		•
The risks arising from the potential impact	Give an overview of the risks of the impacts taking effect		
3.) The research undertaken to assess the impact	• Detail the research that you have undertaken to assess the potential impacts identified, including the findings from experts consulted (beginning a new paragraph for each piece of research)		
4.) Assessment of Impact	Give an account of the assessment following the research - showing whether or not the research has shown differential impact, and what effect that might have		
5.) Changes to the policy	Changes made to the policy: • List the changes already made to the policy during the Impact Assessment Process		

	Possible further changes to the policy:
	• List the possible changes that have been identified
	Changes to the policy investigated but assessed inappropriate:
	• List any changes investigated but that were not considered appropriate to proceed, including the reason for this decision
6.) Monitoring Arrangements	Outline the monitoring arrangements which will be established to continue to assess the policy to measure whether any adverse impact does occur i.e. random user surveys every six months
7.) Consultation on the Policy and Equality Impact Assessment	Outline the consultation that has taken place on the policy to date, and the process of consultation to take place now for Full Impact Assessment
8.) Views received from the consultation	Following consultation, include any and all relevant comments and findings received
9.) Revisions to the Policy as a result of Impact Assessment and consultation	• List the changes to the policy that have taken place or are now planned as a result of the three stages of impact assessment
Date for review of policy/monitoring information	September 07

Has this assessment been undertaken by a minimum of two staff?	*Yes/No, type whichever is applicable*	*Has this assessment been scrutinised by the School's Management Team?*	*Yes/No, type whichever is applicable*
If the policy is new, or requires a decision by Governors to revise, have this Equality Impact Assessment and the consultation findings been included with the report?			*Yes/No, type whichever is applicable or delete*

Full Equality Impact Assessment

Have any actions identified in this assessment been included in the School's equality and diversity action plan?	**Yes/No, type whichever is applicable or delete**
Has the date for reviewing the monitoring information been included in the School's equality and diversity action plan?	**Yes/No, type whichever is applicable or delete**

Completed by:	**Type in your name**	**Signed off by:**	**Type in Manager's name, once approved**

Has the Full Impact Assessment and Final Policy been published, and made available to all those consulted?	**Yes/No, type whichever is applicable or delete**