

Tavistock Co-operative College Accessibility Plan 2016 -17

Together, we care, we challenge, we excel

This approach addresses the requirements of the Equality Act 2010 and refers to individuals who are disabled (both current and prospective) in a wide sense, including those with special educational needs, and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils **less favourably** for a reason related to their disability.
- To make **reasonable adjustments** for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to **increase access** to education for disabled pupils, where such improvement to access has been identified. Should increase access be identified, then the school will produce an Accessibility Policy that identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas. This will be published and evaluated annually. The Three areas are:
 - Increasing the extent to which disabled pupils can participate in the school curriculum.
 - Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. In addition, the Disability Equality Duty (2006) requires all schools to:
- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.

This duty requires schools to:

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan
- Demonstrate they have taken action identified to achieve outcomes.
- At Tavistock Co-operative College we account on progress, review and revise the DES annually, The report is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEND and Disability Act 2011 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to school for disabled pupils”, issued by DfES in July 2002. At all times the College will also be equally aware of the needs of disabled staff, parents and visitors.

Key Principles:

- Compliance with the DDA is consistent with the school’s aims, equal opportunities policy, and the operation of the school’s SEND policy;

Key Objectives:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.
- To provide a caring and friendly environment.
- To provide resources that meets the needs of the individual student and supports them towards developing independence.
- To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

Admission Policy

Tavistock Co-operative College is a fully inclusive school. Students with an EHCP or Statement of Special Education Needs can apply for a place at Tavistock College via the 0-25 SEN team at Devon County Council. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for student from primary schools into secondary as part of the wider transition process.

Temporary and Permanent Needs of Students

Existing and emerging health and medical needs for existing students are closely monitored and arrangements for personalised support are developed in consultation with parents and other appropriate professionals including the fully qualified first aiders and the Health and multi-agency coordinator. Short term mobility needs are considered and guidance and help given as appropriate.

Staff Recruitment and the Needs of Existing Staff

At Tavistock Co-operative College Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the College's Equal Opportunities Policy which specifically states that the Governors are equal opportunities employers and are committed to ensuring that, within the framework of the law, the College is free from unlawful or unfair discrimination on the grounds of gender (incl. gender reassignment), colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, College employment. Where new health needs are identified for existing staff, appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

Education

As stated in the College SEND policy and SEND Information report the College provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the personal needs of individual students and their preferred learning styles; and endorses the key principles in the National curriculum framework, which underpin the Development of a more inclusive curriculum:

- **setting suitable learning challenges**
- **responding to students' diverse learning needs**
- overcoming potential barriers to learning and assessment for individuals and groups of students. Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team all aspects of school life. Each student is viewed as an individual, supported in their progress towards as fully as independent and achieving future, as possible.

Equal opportunities at Tavistock Co-operative College;

Tavistock Co-operative College provides a values rich environment based on the values of the International Co-operative Alliance. Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity and solidarity**. In the tradition of their founders, co-operative members believe in the ethical values of **honesty, openness, social responsibility, and caring for others**.

Our aims are to:

- Reward success and learn from failure
- Continuously improve on our previous best
- Secure the equal status and value of all members of the Academy community
- Work in partnership with the Academy community to enhance the quality of learning.
- Fulfil the needs of all learners and provide genuine equality of opportunity
- Ensure that all learners
 - are happy and secure
 - enjoy learning
 - are excited by the challenge and opportunity to learn
 - make significant progress
 - achieve at high levels and fulfil their academic and personal potential
 - develop responsibility for their own learning and skills for learning
- Encourage ownership of learning so that learners develop the fundamental attitudes, skills and behaviours to become successful independent and interdependent learners
- Provide high quality educational standards for all
 - Good teaching and effective learning
 - Good behaviour and discipline

- Good levels of attendance and punctuality
- Continually explore and implement new and effective approaches to teaching and learning
- Create a climate which recognises, rewards and celebrates success
 - Prepare all learners to continue to succeed and grow in the world beyond the College so that they can
 - handle uncertainty and respond to change
 - create and implement new ideas and way of doing things
 - make reasonable risk assessments and act upon them in their personal and working lives
- Develop the enterprise and citizenship capability of all learners through the promotion of
 - Knowledge and understanding
 - Organisation, innovation, risk and change
 - Skills – decision making, personal and social, leadership, risk management and presentation;
 - Attitudes – self-reliance, open mindedness, respect and commitment to making a difference

The school places the promotion of equality of opportunity at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. Consequently, the outcomes for pupils and their experience are positive and any unevenness between different groups is minimal or reducing rapidly. Monitoring and evaluation are sophisticated and highly influential in maintaining and improving the school's effectiveness. There is no evidence of discrimination and where there has been any evidence of inequality this has been tackled exceptionally well at Tavistock College.

It is our belief that our mission, vision and aims will be achieved through the creation of a high quality collaborative learning environment where all members of the College community feel safe (emotionally and physically), work hard and work fair and where there are equal opportunities for all our learners.

Underlying Principles;

The principles of the Equal Opportunities policy and accessibility plan are to:

- Promote the means by which students may come to know themselves more fully and in relation to others
- Help the student to relate such self-knowledge to the immediate problems of the Academy, through study, friendships, social life, career choices and application
- Help the student to develop sufficient self-assurance to face the challenges and problems of modern life, through planned schemes for learning which meet the needs of all students
- Support the development of knowledge, skills and dispositions that students need to become successful learners
- Avoid stereotyping.

Curriculum planning and pedagogy;

Subject leaders need to ensure that their curriculum planning:

- Enables all students to realise their potential in all areas of the curriculum, irrespective of gender, cultural diversity, sexuality, disability or special needs of all kinds
- Enables all students to have equal access to all elements of the curriculum
- Provides opportunities to engage in a broad range of activities which will actively encourage informed choice at all stages of secondary education
- Enables all students to have equality of opportunity in terms of access and choice in all aspects of College life including option choices

LEARNING AND TEACHING STYLES

Subject leaders need to ensure that the variety of learning and teaching styles used within their areas of learning:

- Create a classroom environment which avoids domination by one particular group or individual
- Actively discourages any endorsement of stereotyped behaviour or racist attitudes
- Encourages awareness among teachers that the language they use is important in respect of student expectations; labelling of students and gender specific language are pitfalls to be avoided
- Present a positive image of world ethnic minorities, the disabled and the socially disadvantaged

MATERIALS AND RESOURCES;

Subject leaders need to ensure that:

- All displays, books, ICT resources and visual aids present positive information, and at the same time examine the ways in which discriminatory materials/resources could be used in the classroom
- All students have facilities, if necessary in the College for homework completion
- Where possible, visits from speakers from non-traditional roles can provide positive learning experiences and help in our efforts to avoid stereotyping.

Practical Experience and Real World living

At Tavistock Co-operative College, students have many opportunities to gain practical experiences, both within the classroom and outside. It is very important that teachers are organising such learning experiences:

- Ensure that all students have equality of opportunity to become involved in such experiences including access to elective sessions outside the formal curriculum
- Ensure that work experience placements enable students to have the opportunity, if they wish, to work in non-traditional
- Provide as wide a range as possible of College visits, social occasions or residential opportunities
- To allow students equal access throughout their College career to the possibilities of social, emotional, physical and academic development

Equal Opportunities and other College Policies;

Equal Opportunities are a dimension of the College which permeates everything we do. All College policies support the need for equality of opportunity. These include:

Special Educational Needs and Disability - setting out the requirements of the Code of Practice to ensure that all students with SEN have equality of opportunity.

English as an Additional Language - setting out the procedures for inducting and supporting learners with EAL needs so they all have equality of opportunity.

More Able, Gifted & Talented - setting out procedures that ensure the needs of the most able and talented are supported

Health and Safety - ensuring that the health and safety of all students the paramount responsibility of the College

Child Protection - setting out clearly the procedures for child protection thereby supporting the needs of all students

Collective Worship - providing opportunities for reflection and giving students the opportunity to recognise and celebrate diversity

Attendance - setting out procedures to encourage high levels of attendance for all students

Assessment for Learning - ensures that all students are set meaningful targets which are achievable. Also ensures that departments/areas of learning monitor and evaluate their results to ensure equality of opportunity

Behaviour for Learning - provides a structure for behaviour to ensure that all students have equal opportunities to learn

Anti-Bullying Policy - students are encouraged to report any bullying incidents –

Equality and Diversity in employment Policy - describes our commitment to equality and diversity amongst our employees

DISABILITY STATEMENT

The Disability Equality Duty came into force on 4 December 2006. This legal duty requires all public bodies to actively look at ways of ensuring that disabled people are treated equally. All of those covered by the specific duties must also have produced a Disability Equality Scheme, which we must now implement. Specifically, we should endeavour to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life; and

- Take steps to take account of disabled persons' disabilities, recruitment processes enable disabled potential employees to have the same rights of access to employment as able bodied applicants.

In particular, in implementing the duty at Tavistock Co-operative College, we will:

- Provide a framework to consolidate education provision for disabled students
- Mesh with other strategies and policies to take account of the particular barriers to achievement for disabled students and staff
- Help widen participation and retention in further and higher education
- Create an emphasis on equality for disabled students and implement the planning duties which are imposed by the Special Educational Needs and Disability Act 2001
- Ensure effective transition of disabled young people in choosing routes of education
- Lead to an increase in the representation of disabled people in the teaching profession and the retention of staff who become disabled
- Help to avoid claims of unlawful disability discrimination
- Enable Tavistock Co-operative College to think strategically about other disabled stakeholders, including parents and people using College premises, as well as promoting a greater knowledge and understanding of disability amongst all learners with benefits to society at large, thus ensuring that we meet our vision and values.

RACE EQUALITY

Tavistock Co-operative College has a community of learners from a wide range of racial, cultural and religious backgrounds. Through our Co-operative activities, we will ensure that all our learners take their roles and responsibilities as active Citizens seriously.

COMMITMENTS;

We are committed to:

- Actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- Encouraging, supporting, and helping all our learners to reach their potential;
- Working with parents and carers, and with the wider community, to tackle racial discrimination, and to follow and promote good practice; and
- Making sure the race equality policy and its procedures are followed.

RESPONSIBILITIES GOVERNING BODY

The governors are responsible for:

- Making sure the College complies with the amended Race Relations Act 1976
- Making sure the race equality policy and its procedures are followed.

PRINCIPAL;

The Principal is responsible for:

- Making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and carers know about it;
- Produce an action plan to make sure that the race equality policy and its procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of racial harassment and racial discrimination.

ALL STAFF

All staff are responsible for:

- Dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- Promoting equal opportunities and good race relations, and avoiding discrimination
- Ensuring that they deal equally with all learners and colleagues irrespective of race, colour, nationality or ethnic or national origins;
- Keeping up to date with the law on discrimination, and taking up training and learning opportunities.

GENDER EQUALITY

The Gender Equality Duty [GED] is a legal obligation which came into force in April 2007. It was introduced by the Equality Act 2006, which in turn amended the Sex Discrimination Act 1975. The duty places the legal responsibility on public authorities to demonstrate

that they treat men and women fairly. In implementing this equal opportunities policy, Tavistock College will ensure that we meet the requirements of the Gender Equality Duty and avoid discrimination of male and female learners.

MONITORING AND EVALUATION

The Vice Principal has overall responsibility for the implementation of the equal opportunities policy. This includes keeping the governing body and SLT informed about the latest developments re. equal opportunities and ensuring that whole College documentation meets statutory guidelines. Legislation sets out our duty to review and revise the policy every three years.

Monitoring and evaluation of the policy is part of the whole College monitoring and evaluation cycle. SLT monitoring includes:

- Analysis of end of Key Stage Three, Key Stage Four and post 16 results in terms of the performance of students re. gender, race, disability and ability
- Analysis of the effects on results of student groupings
- Analysis of departmental documentation, together with scrutiny of student work, student interviews and observation of lessons with a focus on equal opportunities
- Examination of the take-up of extra-curricular opportunities by differing groups within the College i.e. sex, ethnic origin, SEN etc.
- Examination of the choices made for work experience opportunities by different groups.
- Ensure that appropriate risk assessments have been undertaken to ensure all students have appropriate access to the curriculum including visits wherever possible.

The Senior Leadership Team has an important role to play in the implementation of the equal opportunities policy through their role as leaders, monitoring the work of departments and areas of learning.

Subject Leaders take a key role in monitoring the implementation of the policy through:

- Ensuring materials used in departments/areas of learning do not contravene the policy
- Analysing examination results within their departments/areas of learning
- Monitoring the learning and teaching in their department/areas of learning, through the monitoring and evaluation cycle
 - Discussing equal opportunities issues in department/areas of learning meetings, strategic groups or with SLT line managers
 - Ensuring that departmental/areas of learning documentation, including schemes for learning, refer to the equal opportunities policy
- Liaising with the Vice Principal to ensure that staff receive appropriate training.

Breach of the Policy

Tavistock Co-operative College will take seriously any instances of non-adherence to the Equality and Diversity Policy by students, staff or visitors. Any instances of non-adherence will be investigated and where appropriate will be considered under the relevant disciplinary policy and could lead to disciplinary action against employees, appropriate action against a member of the Governing Body, termination of contracts for services of consultants or trainers, or withdrawal of volunteer agreements.

LGBT equality

Schools have the duty to prevent and tackle all forms of bullying, including homophobic bullying and they cannot discriminate on grounds of sexual orientation or perceived sexual orientation against a student or teacher.

New Government legislation means that schools have to be proactive in preventing homophobic bullying and make all children and young people feel included. The Public Duty requires all public bodies, including schools and academies, to eradicate discrimination, advance equality and foster good relations - this means preventing and tackling homophobic bullying and language and talking about different families in school.

Under the 2012 framework, Ofsted inspectors now ask secondary students whether their schools have taught them about how to respond to cases of homophobic language and bullying, and about different families - including children with same-sex parents. Secondary schools are also required by the Equality Act 2010 to actively protect those who might experience homophobic bullying.

Education and Inspections Act 2006 Teachers have a legal duty to ensure homophobic bullying is dealt with in schools. Under the Education and Inspections Act 2006 head teachers must, with the advice and guidance of governors and the assistance of school staff, identify and implement measures to promote good behaviour, respect for others and self-discipline amongst pupils and to prevent all forms of bullying.

Single Equality Act 2010 and Public Duty the Single Equality Act and the Public Duty mean that schools and other public bodies have to be more proactive and to go beyond non-discrimination by advancing equality.

This policy requires the full commitment of each member of the school community and the acceptances of a code of conduct which:

- Encourages respect for both the individual and diverse LGBT communities and groups;
- Encourages collective action to challenge sexuality related prejudice, stereotyping, harassment/bullying and negative discrimination and the structures which perpetuate them;
- Recognises and challenges stereotyped images, and, in their place promotes positive images of LGBT role models;
- Declares as unacceptable any homophobic language, action or belief that is prejudiced or which encourages prejudice in others;
- Recognises and challenges institutional and organisational structures which have prejudicial or discriminatory effects.

It is the responsibility of all members of the school community to uphold this policy even where it may be in conflict with their own beliefs.

DEALING WITH RACIST INCIDENTS

Through the formal and informal curriculum, and as part of our College aims, the College actively encourages tolerance and understanding between all members of the College and Community. It is our aim to ensure that students leave Tavistock College as responsible citizens, who respect all races and cultures. Racist attitudes are not tolerated in the College, and all teachers and associate staff will challenge such attitudes with a view to changing the opinions of those expressing them. Learning experiences encourage a celebration of the variety of cultures and races in the world as part of a wider appreciation of the diversity of humanity.

The following procedure should be used by teaching and associate staff in the event of a racist incident:

- Any racist language or attitude shown by students should be challenged by staff and students should be clear that such behaviour is not tolerated (parents/carers should also be made aware in meetings with SLT that such behaviour and attitudes are not tolerated by the College)
- Where appropriate, the challenging of such attitudes can form part of a topic within a lesson
- Any reported racist incident (name-calling, stereotyping, physical assault etc) should be recorded on SIMS
- An appropriate member of staff will discuss the incident and agree the appropriate action to be taken.
- Where appropriate, the victim's parents should be contacted to make them aware of the incident.
- Any racist incident should be reported to Mr Gareth Smith (Assistant Principal with responsibility for Behaviour) who will complete the College form and report the incident to the LA at the appropriate time
- It is the responsibility of the Assistant Principal to inform the Principal, Vice Principal and Governing Body of any racist incidents, and to complete the annual return to the LA of any racist incidents
- The Assistant Principal will also maintain a log of racist incidents in his office.

Mr JA Mifsud

SENDCo and Specialist Assessor

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