

Policies and Guidance – Equality and Diversity

Policy Title:	Equality and Diversity
Why we write policies:	<i>The Thriving Small Business</i> wrote <i>7 Reasons to Writing Business Policies and Procedures</i> , identifying these as, <i>Articulation of Required Steps, Performance Measures, Process Consistency, Serve as a Training Tool, Incorporates Worker Experience, Training Refresher, Foundation for Process Improvement</i> . Whilst we agree with the points they identify, we also see them as so much more. Our policies are the reflection of who we are as an organisation, what we are collectively striving for and how we aim to achieve those goals. None of our policies are written in isolation and should be read in conjunction with one another. If you see any areas where our policies could better represent who we are, or could be developed to support achieving our objectives please let us know.
Why we wrote this one:	The View School embraces the diversity of the children it works with, their families and their professional networks, and of other stakeholders and its workforce. Our staff, our children and all visitors should expect to be treated fairly and with dignity.
Who wrote this? :	Julian Roberts, Director
Who reviewed this? :	Every policy is reviewed by the Senior Leadership Team and a professional from the advisory group.
How do we know this stuff? :	https://thethrivingsmallbusiness.com/7-advantages-to-writing-business-policies-and-procedures/ ,Children and Families Act 2014, SEND Code of Practice 2015, The Mulberry Bush School, KELSI, KCSE 2018
When did we write this? :	October 2019 (Version 2)
When are we checking it? :	August 2020
Where else can I read this? :	theviewschool.org, The school office
Our approach:	<p>Our individual approach to the education of our cohort is all encompassing. We pay attention to the ethnic or cultural needs of the children. In particular we must recognise and remain aware of the needs of children who come from a background in some way different from the backgrounds of the majority of other pupils and the staff team.</p> <p>We recognise that within our society and local area there is a bias against groups and individuals. We are aware of our</p>

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responsibility to not be complicit; to challenge ourselves and others in ensuring a culture of respect and inclusion.

Our Staff:

The View School staff should expect the appropriate support and equal opportunities. Our complaints policy guides staff as to a route for resolution where they feel there has been a discrepancy in best practice.

Our Students:

Our students may find it very difficult to contain their own strong feelings and raw emotions. Therefore, when upset, they will use many forms of abuse to express their own hurt and make others feel the impact of that hurt. Prejudiced language is one such form of abuse.

Abuse is unacceptable; we help our students understand themselves better in order to change patterns of thinking where prejudiced language is habitual or intentionally used.

We support our students in understanding the broader destructive and manipulative societal implications, which none of us should accept.

Support is given to ensure that a child is able to have a freedom of expression and view, yet constructed in a way as not to cause or carry offense.

Promoting understanding:

Our students may have a fixed view or interpretation of different sexes, cultures, races and religions. We support our cohort to have a broader understanding and respect for others.

Tutor groups meet daily, providing the opportunity to discuss differences of opinion or approaches which go against British Societal Values.

The curriculum approach embeds the values and understanding of others. This is directly reflected within the Key Stage 3 creative curriculum and as part of The View School's PSD BTec programme of study.

Where incidents between students occurs, we will ensure that there is a period for reflection and understanding for both parties. The appropriate restorative action will be taken, with all parties being supported and guided for positive resolution and long-term changes in attitude toward minority sectors of our society.

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Accessibility Plan

Introduction and Legislative Framework

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Equality Act 2010 set out legal obligations that schools and others have towards individual disabled children and young people stating that schools “*must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.*”

In addition, the Equality Act 2010 and SEND Code of Practice 2014 states that schools:

- must not directly or indirectly discriminate against disabled children and young people
- must promote equality of opportunity and foster good relations between disabled and non-disabled children and young people
- must publish accessibility plans setting out how they plan to increase access to education for disabled students.

Definitions

The Equality Act 2010 defines a disability as ‘...*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’. This definition provides a relatively low threshold and includes more children than many realise: ‘*long-term*’ is defined as ‘*a year or more*’ and ‘*substantial*’ is defined as ‘*more than minor or trivial*’.

It is important to note that students with a disability or learning difficulty are not automatically considered as having a special educational need. Conversely, a student with SEN may also have disability under the Equality Act 2010. The SEND Code of Practice 2014 (xiii- xiv) states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

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(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Background

The View School is a bespoke educational environment for young people whose educational needs are unable to be met by a mainstream school or college. We are set in the small market town of Edenbridge in Kent. All our students have an Education, Health and Care Plan (EHCP). The challenges our students will have faced will have led to a breakdown in their education and time out of school. During this period students may have received home schooling, or spent time in hospital, accessing hospital school education.

Principles

The View School is an inclusive school which strives to identify and remove barriers which prevent students with disabilities from taking an active part in every aspect of school life. The school is fully committed to upholding the requirements of the Equality Act 2010 and the SEND Code of Practice 2014 which provide the most up to date statutory guidance (as outlined in the introduction) as well as any other relevant policies.

The View School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The View School provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students according to requirements of the SEN Code of Practice 2014. The School achieves this by:

setting suitable learning challenges
responding to students' diverse learning needs
overcoming potential barriers to learning and assessment for individuals and groups of students. Taking into consideration the views and wishes of identified students and their parents.

Activity

Education & related activities: The View School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical environment The View School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.



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Provision of information The View School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Audit of School Accessibility

The School is made up of the following areas:

- Grade 2 listed building with mezzanine floor
- Outside play area

Accessibility:

- Disabled access to reception
- Disabled access to the ground floor
- Disabled Access to all classrooms on the ground floor
- Handrails fitted on stairs
- Designated disabled toilets by main entrance
- Disabled access to outside area via car park
- Emergency exits suitable as disabled exits

Access to the Curriculum

- Access to the whole curriculum is available although at times subjects may have to be accommodated in a ground floor room
- Detailed information on students with high needs given to all staff
- Differentiated timetables available if required
- Inset includes time allocated to training staff on SEN

Curriculum

- Information on all students is available to all staff
- Inset to include speakers to keep staff informed of any new developments
- Booklet produced for all staff on students with Additional Educational Needs
- Teaching Support Assistants appointed to support students with Additional Educational Needs
- Differentiated timetables available if required
- Information on external agencies is held by the Head Teacher and Assistant Head and will be shared where relevant
- Counsellor appointed for students support when required
- Regular meetings with parents on their child's performance

Action Plan



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ACCESSIBILITY ACTION PLAN FOR 2019-2022

Development Area	Objectives	Timescale and Resources	Success Criteria	Responsibility	Monitoring
<p>Access to the Curriculum To ensure that all students' needs are catered to in the classroom</p>	<p>To ensure that the learning environment at the school accommodates all learners by:</p> <ul style="list-style-type: none"> • Ensuring that staff have effective training to support learners with disabilities/ SEN/AEN • Ensure that staff have up to date information for learners with disabilities. • Ensure lessons are adapted to ground floor for any students with mobility requirements. • Ensure that appropriate access arrangements are made for students with identified additional needs e.g. external exams including obtaining extra time, scribes and readers and laptop access. • Provision of appropriate work for students unable to attend school. 	<p>Inset time for staff training and development.</p> <p>Administrative time for paperwork and ensuring school information management system is up to date.</p> <p>Time to assess students with special educational needs</p> <p>Time for teaching staff to compile appropriate resources.</p>	<p>Students with disabilities/SEN/AEN and students who are unable to attend school are able to access all areas of the school curriculum (where appropriate) and lessons meet individual learner needs.</p>	All Staff	SLT

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	<ul style="list-style-type: none"> All staff should understand the key principles of reasonable adjustment and best endeavours. 				
<p>Access to the Wider Curriculum</p> <p>To ensure that learners with disabilities/SEN/AEN have access to school activities and events</p>	<p>To ensure that students with disabilities/SEN/AEN have access to school activities.</p> <ul style="list-style-type: none"> When necessary ensure that students with disabilities/SEN/AEN have support from a TA including offsite activities/trips. Ensure that lessons are adapted to accommodate the needs of students with disabilities/SEN/AEN. 	<p>TA support is available, when necessary, for offsite activities/trips.</p> <p>Staff are aware and kept updated on the needs of disabled student’s needs.</p>	<p>Students with disabilities/SEN/AEN take part in a range of extra- curricular activities and continue to have access to trips and visits.</p>	All Staff	SLT
<p>To ensure that laptops, cameras and other physical aids are available for classroom use for students with disabilities/SEN/AEN</p>	<ul style="list-style-type: none"> Discussion with Proprietor to include some provision in the budget each year for ‘specialised equipment that may be required. Work with the Network Manager in ensuring that the network and IT facilities are suitable for the needs of 	<p>Training time for staff including TAs so that they are able to support the students with physical aids.</p> <p>Regular discussions between Proprietor, Head Teacher, SENCo and Assistant</p>	<p>Students with current needs for physical aids are issued with the most appropriate aid and that this is regularly reviewed to ensure that the needs of the students are being met.</p>	All Staff	SLT

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	children with disabilities/SEN/AEN <ul style="list-style-type: none">• All staff to be up to date with individual needs of the students with disabilities/SEN where appropriate	Head on current needs of students.			
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We are always learning:

Our policies are ever evolving and are reviewed and developed accordingly. If you have any suggestions, complaints or complements please let us know.

Appendix:

There are no appendices relating to this document
Appendices can be found online theviewschool.org and in the school office