



THAMESVIEW SCHOOL

**Thong Lane, Gravesend,
Kent DA12 4LF**

Equality Policy

(Including Accessibility Policy & Plan)

EQUALITY POLICY

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation to provide a single source of discrimination law.

Rationale:

At Thamesview School there is a commitment to providing equal opportunities to everyone within the School's learning community, including staff, pupils, parents and visitors to the school. At Thamesview we value respect and acknowledge that it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their

- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Discrimination in any form is actively discouraged and students are encouraged to show respect for others. We recognise the important role which school plays in helping to form attitudes and values in young people and will actively promote anti discriminatory behaviour and work to prevent anti-social behaviours.

Education is about maximising opportunities for personal growth and fulfillment, as such Thamesview will ensure a learning environment which is free of discrimination. Opportunities will be available to all, regardless of ability, age, gender and ethnic or social background. These opportunities are secured through positive action by the school and within the community.

At Thamesview School we celebrate diversity of culture, race and talents and try to ensure that everyone is given opportunities to value their own contribution to the School and to have this noticed and valued by others. The School's aim is to ensure that students of all backgrounds will be part of our community. We seek to give all students equality of opportunity, irrespective of gender, ability (both physical and mental), race or religion. We seek to close the gap between the achievements of different groups of young people so that all have equal opportunities in their adult life and empower them in all areas of life to contribute purposefully to society. This is fully reflected in our School's vision and values, which seeks to promote good relationships between everyone in the school community, building an atmosphere of mutual trust and confidence.

Aims

At Thamesview we are committed to the following aspects of equality:

- to provide a secure environment in which all our students can flourish and achieve all 5 outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being);
- to support the positive development of personal and cultural loyalties and identities, preparing students for full participation in society;
- to promote the principles of equality, respect, fairness and justice for all;
- to develop universal values and citizenship by celebrating cultural diversity and supporting students in developing a positive self-image;
- to provide students with equal access to the full range of learning opportunities and make

inclusion a thread which runs through our activities;

- to promote good relations between people of different racial groups, challenging stereotyping, prejudice and acting promptly to remove any forms of direct or indirect discrimination;
- to ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve;
- to collect information with regard to ethnic origin for monitoring purposes.

A Cohesive Community

The School seeks to:

- promote understanding and engagement between communities;
- encourage all children and families to feel part of the wider community;
- understand and respond to the needs and hopes of all our communities;
- tackle discrimination;
- increase life opportunities for all;
- ensure that learning, teaching and the curriculum explore and address issues of diversity and equality.

Roles and Responsibilities

School Governors are responsible for:

- making sure the school complies with current equality legislation;
- making sure this policy and the single equality scheme are correctly implemented;
- making sure all related procedures are followed;
- ensuring equal opportunities in staff recruitment and professional development and membership of the Governing body;
- providing information in appropriate, accessible formats;
- investigating serious breaches of the policy;
- pro-actively recruiting high quality applicants from under-represented groups;
- assigning a named Governor for equality.

The Head Teacher is responsible for:

- ensuring that school policies take account of equal opportunities;
- implementing and reviewing the School's Equality policy;
- ensuring that all members of the school community are aware of and implement the policy;
- ensuring that the policy is implemented with regard to staff selection and appointments;
- dealing with reports of discrimination from parents/carers, students or staff by investigating them and ensuring that appropriate action is taken and:
 - a) actively challenge and take appropriate action in any cases of discriminatory practice;
 - b) dealing with any reported incidents of harassment or bullying in line with LA guidance;
 - c) ensuring all visitors and contractors are aware of, and comply with the School's Equality Policy;
 - d) producing a report on progress to the Governors;
- ensuring that information with regard to ethnic origin is collected and entered into the School Management Information System and that this information is used as part of the monitoring of equality of opportunity in line with the General Data Protection Regulation;

Specifically this includes ensuring:

- a) cover for absent colleagues is fairly distributed;
- b) requests for leave of absence are consistently met;
- c) duties are fairly allocated;
- d) non-contact time is distributed as per the recommended formula;

- e) workload expectations are reasonable;
- f) interviewing procedures adhere to safer recruitment guidelines;
- g) equal access to professional development is provided and
- h) pay and conditions are implemented as per school policy.

- monitoring curriculum planning;
- monitoring school procedures and organization;
- undertaking initiatives to improve provision for all students;
- creating an environment which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

The role of subject leaders:

When designing schemes of work, this policy will act as a guide both in their choice of topics for study and in how to approach sensitive issues:

- to ensure opportunities are provided in curriculum content to promote students' understanding of different environments and societies other than their own;
- when devising curriculum policies and selecting resources all staff will ensure that teaching material is non-discriminatory;
- to provide balance in themes or topics and planned learning experiences, taking into account the interest of both boys and girls;
- to implement strategies to raise levels of achievement, aspirations and self-esteem in all students.

The Role of the Teacher:

The teacher has a crucial role in providing for equal opportunities and enabling students to develop universal values that encompass the principles of equality, respect, fairness and justice.

1. The class teacher will ensure that all students are treated fairly, equally and with respect and therefore will promote an inclusive and collaborative ethos in the classroom.
2. They do not discriminate against any child.
3. The model good practice and deal with discriminatory incidents
4. They recognise and tackle bias and stereotyping
5. When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers will strive to provide material which gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
6. Will choose learning styles and teaching strategies that avoid gender bias and stereotyping and that also reflect the diverse and multi-racial nature of our society.
7. Will use teaching styles, methods, language, questioning and classroom management strategies that includes and engages all students.

The Pupils are responsible for:

Pupils are responsible for:

- Supporting the Schools equality ethos
- Sharing concerns or issues with a member of staff
- Keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development

This may include:

- The anti-bullying policy and specifically racist and homophobic bullying
- Developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- Supporting the school's equality ethos
- Sharing concerns of issues with senior staff

Visitors and contractors are responsible for:

- Following our expectations regarding equality

Whole School Application

a. Admissions

The School does not permit gender, race, colour or disability to be used as a criteria for admission.

b. Registration

- School lists are organised chronologically or alphabetically, not by group (unless this is required by an outside agency for a particular purpose).
- Student's names will be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from other cultures.

c. Discrimination

All forms of discrimination within the School should be treated seriously. Incidents will be logged whenever they take place in the School. It will be explained to the offender why the behaviour is unacceptable.

Any forms of racist discrimination will be reported to the LA.

d. Curriculum

All students have access to the school's curriculum. Staff are aware how their own expectations affect the achievements, behaviour and status of each student. The curriculum is balanced, objective and meet the needs of all students.

e. Resources

The School's aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Students should be presented with accurate information about similarities and differences between cultural groups.

f. School and Classroom Organisation

1. Equal opportunities will be considered when grouping students for activities. This may involve special specific groupings to ensure that every child participates fully.
2. Each child will be given opportunities to exercise responsibility within the classroom or the School, with care taken regarding stereotyping of roles. We see boys and girls equally in the opportunities we provide for achievement and leadership.

g. Resources:

1. Books and resources are checked before use to ensure that they do not give a stereotypical or over-simplified view in terms of gender, race, culture or disability.
2. When choosing new materials we seek balance in the representation of the sexes and minority groups, looking for positive role models in stories and settings.
3. Language used in resources is monitored for bias so that we do not promote negative or derogatory images.
4. Display materials and illustrations reflect the diversity of our society where appropriate and show both men and women in positive situations and roles.

h. Strategies for creating an equal opportunities environment:

1. Positive reinforcement of good behaviour, rather than giving a high profile to students who are misbehaving, including use of praise, certificates and rewards.
2. Clear and concise school rules, phrased in terms that the students can understand. All students need to understand that name-calling, bullying or biased attitudes and behaviour are unacceptable in our School.
3. Changing groupings for specific tasks, so that students have opportunities to join in co-operative activities with different people.
4. Creativity and role-play, including acting out feelings or conflicts and restorative justice, in order that students can see why their behaviour is unacceptable and be encouraged to change their attitudes.
5. Visits from people who have non-stereotypical jobs.
6. Visits from people from different races and cultures.
7. Visits from disabled people.
8. Contacts with multi-ethnic Schools and Academies.
9. Taking part in multi-cultural activities and events.
10. Contact with disabled students.
11. Recognition and praise for all forms of achievement from all students.

i. Personnel and staffing issues:

The School affords equal treatment to all its employees and prospective employees. The aim of this policy is to ensure that no job applicant or employee receives less than favourable treatment on grounds of disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex or sexual orientation, or is disadvantaged by any conditions or requirements which cannot be shown to be justifiable. Selection and promotion criteria will be kept under continuing review to ensure that individuals are selected and promoted on the basis of their relative merits and abilities, having agreed to the need of the specific job.

Where possible, training will be given to enable employees to have an opportunity of promotion and progression according to their ability and potential.

j. All staff

1. All our staff will challenge incidents of prejudice or racism.
2. Serious incidents are recorded and reported to the attention of the Head Teacher.
3. All staff will support the work of other colleagues and intervene in a positive way against any occurrence of discrimination.

Training:

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Action in Cases of Discrimination against Students

All staff must challenge incidents of prejudice or discrimination. Incidents are to be recorded using Classcharts and must be followed up.

Serious Incidents

If a student or a group of students are found to be in breach of the Equality policy, the School will apply an appropriate sanction, which will be recorded in a special file and the student's personal file. The following sanctions may be used:

- restorative justice
- use of inclusion and exclusion room
- managed moves and other strategies offered by GIFT (Gravesham Inclusion Forum)
- fixed-term exclusion and
- permanent exclusion.

Racist discrimination will be reported to the LA as requested.

Discrimination by Staff

Staff are required to adhere to the Thamesview Equality policy.

The complaints procedure will be invoked if it is found that the equal opportunities policies have not been adhered to by a member of staff. The Head Teacher will make a record of the interview with the member of staff and both should sign it as an accurate record. The Head Teacher is responsible for conducting an investigation within ten working days and informing those concerned of the outcome. The disciplinary procedure is followed if a member of staff is found to be in breach of the Equality Policy.

Discrimination against Staff

If a member of staff feels that they have been treated unfairly, or have suffered harassment, on the grounds of age, sex, marital status, gender reassignment, sexual orientation, race, colour ethnic/national origins, religion or belief they should report this without fail to the Head Teacher. Complaints of discrimination, harassment or bullying among the workforce will be dealt with under the school's Grievance Policy.

If they feel unable to discuss the matter with the Head Teacher they may refer to the Governing body who will respond. In this case the Chair of Governors or a governor appointed by the Chair of Governors, will respond to the member of staff within ten working days.

Monitoring and Review

It is the responsibility of the Head Teacher to ensure that there is a procedure in place to monitor and evaluate:

- the progress of students of all groups compared to the progress made by other students in the

School;

- the staff appointment process, so that no-one applying for a post is discriminated against;
- behaviour incident forms and exclusions to ensure that students from minority groups are not unfairly treated and
- the impact of additional support on standards achieved.

Accessibility Policy & Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Thamesview School is an inclusive establishment which aims to treat all its pupils fairly and with respect. At Thamesview School we are committed to providing a fully accessible environment which values and includes all students, 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.

This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and are working in close partnership with a range of outside organisations and professionals such as Kent County Council, The Education People, the Educational Psychologist (EP), Behaviour Support Services, Early Help and CAMHS, who support the school, contribute additionally to this work.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma,

diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility Policy

This Accessibility Policy is divided into four sections:

- **Section 1: Access to the Curriculum** – for students
- **Section 2: Access to Pastoral Support** – includes the principles of past county and national initiatives, including 'Every Child Matters'(ECM) and aspects of the 'Social and Emotional Aspects of Learning' (SEAL) – for staff, parents and students
- **Section 3: Site Accessibility** – for staff, parents, students and the community
- **Section 4: Access to Information** – for staff, parents, students and the community

Section 1: Access to the Curriculum

This section of the Accessibility Policy is monitored by the Deputy Head Teacher who is responsible for monitoring faculties' development plans and for Line Management of Directors and Subject Leaders.

Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- **School Improvement Plan**
- **Subject Improvement Plans**
- **Teaching and Learning Policy**
- **Special Educational Needs Policy**
- **Supporting Pupils with Medical Conditions Policy**

Principal features of Thamesview School are:

- Within their teaching teams, Directors/Subject Leaders monitor students' progress and regularly meet with their SLT Line Manager to review progress, evaluate their improvement plan and create revised actions.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by departments/faculties. A Senior Leader has overall responsibility for Pupil Premium and is supported by a middle leader as well as teaching and support staff. Interventions at subject level are discussed during line management meetings as well as department meetings. Similarly students' attendance is monitored by the Attendance Officer and the SLT lead on Behaviour and Attendance.
- At Key Stage 3 students are taught in ability appropriate sets. In Year 7 students are taught in mixed ability sets. The composition of the groups is carefully determined from primary school data. At Key Stage 4 there are high ability groups in English, Maths and Science with broad banding in the option subjects.
- A range of staff contribute to tracking and documenting students' progress. Staff are able to access the progress of their students via SIMS and 4Matrix.
- There are guided choices for Year 9 students choosing KS4 courses: discussions with students and parents carried out by members of SLT.
- At Key Stage 4 the curriculum is highly personalised: students are directed towards EBACC options or I/E band options.
- Learning Support interventions at Key Stage 3 are informed by reading and spelling tests. Students are able to access Accelerated Reader and reading and spelling boost interventions, such as Read

Write Inc, for specifically identified and monitored students.

- Year 10 and 12 students have a work experience placement.
- Students with severe medical needs, unable to access school full time are supported by referrals to KHNES (Kent Health Needs Education Service).
- Throughout KS4, and selectively for KS3 students are identified for Access Arrangements (exam concessions)

Section 2: Access to Pastoral Support

The lead teacher monitoring this section of the Accessibility Policy are the Deputy Head Teacher and Assistant Head Teacher who have responsibility for Behaviour and Attendance, SEND and who work with the Pastoral team (Welfare Managers and Teaching Assistants), tutors, School Counsellor and the School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Services, Early Help and CAMHS, who support the school, contribute additionally to this work.

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The School's various separate policies contribute to supporting these aims:

- **Behaviour and Attendance Policy**
- **Drugs Policy**
- **Policy on Supporting students with medical conditions**
- **Safeguarding Policy**
- **Special Educational Needs Policy**

Principal features of Thamesview School are:

- There is a Safeguarding Team with developed links to Social Services and Kent local education authority teams. The Safeguarding Team consists of a Designated Safeguarding Lead, 4 Deputy Designated Safeguarding Leads and 3 welfare Support Assistants. This Team meets regularly to discuss vulnerable students and to ensure all students are supported.
- Children in Care are identified and monitored (linked to county professionals and following county guidelines)
- Children classed as 'Pupil Premium' are identified and their curriculum progress is tracked by Heads of Subject/Faculty and the SLT lead on Pupil Premium
- Children who act as 'Young Carers' are identified and monitored. These students are offered support from the resident Youth Worker.
- Community Support Plans, Risk Assessments, Individual Healthcare Plans (IHPs) and PEEPs help to monitor and support students.
- The inclusion room offers an alternative to exclusion and the onsite Alternate Provision Centre allows for Thamesview to continue to support students who would normally have been referred to a Pupil Referral Unit.
- County Educational Psychologists closely support the work of the school and of individual students as required by their needs.
- The school links to the Early Help team and its initiatives
- Our Careers and Work Experience Co-ordinator support students from Year 7 onwards with work related learning and planning for the future
- Developed links with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Yr6 students into Yr7 (for tutor group placement, SEND initiatives, pre-transfer visits, safeguarding arrangements).
- Summer School for new Year 7 students supports transfer.
- The school counsellor works in school for 1 day a week and liaises closely with the learning

mentor, welfare managers and CAMHS.

- Support through NASA allows vulnerable students a base and encourages them to discuss any concerns they have.
- Short and long term programmes are offered through NASA to support social, emotional development.
- Enrichment weeks and guest speakers allow for bespoke PSHE sessions tailored for specific year groups.
- PSHE is delivered through the curriculum for students in Years 7 – 9.
- Attendance is monitored daily and parents are contacted on the first day of absence. The Attendance Officer together with Community leaders liaise with students with low attendance and support with the provision of work and reintegration packages.
- Restorative Justice style meetings take place to resolve issues between students.
- Exclusions are kept to a minimum – when returning from exclusion students are met with and expectations are re-established before returning to lessons.

Section 3: Site Accessibility

Responsibility for this Section of the Accessibility Policy lies jointly with the Head Teacher, SENCO and Business manager, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school have an equal opportunity to access the curriculum and we aim to make all areas of the site accessible where possible.

The following policies support these aims:

- **Lettings Policy**
- **Health and Safety Policy**
- **Special Educational Needs Policy**

Principal Features of Thamesview School are:

- Health and Safety issues identified are addressed promptly at SLT meetings.
- Risk Assessments are written principally for three purposes: for activities, for groups of students and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability)
- Personal Evacuation Plans (PEEPs) identify evacuation procedures for individual students whose movements are compromised by their disability.
- The medical condition of students affecting health and safety and site accessibility is circulated by the SENCO on a need to know basis.
- The SENCO has the responsibility for ensuring the identified SEND students access all areas of the site within health and safety guidelines.
- Outside professionals e.g. Physiotherapists, Hearing Impairment team, support the work of the school and integration of specific students within mainstream classes.
- The SEND Learning Support Assistants monitor individual students' accessibility to the site

Section 4: Access to Information

This section of the Accessibility Policy is monitored by the Head Teacher, Human Resources Manager and the Business Manager, with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy:

This policy supports the legislative framework for responding to request for information under the statutory access regimes established by:

- The Freedom of Information Act
- The General Data Protection regulation
- The Disability Discrimination Act
- The Equality Act (2010)
- And other legislation that provides a right of access

In addition the School has its own policies on Data Protection and Complaints.

Responses to Right of Access Requests:

- Relevant documents are posted on, and may be downloaded from the schools website or hard copies may be requested.
- Parents/students may request copies of student record files, including paper and electronic files.
- Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy, The General Data Protection Regulation or Safeguarding requirements.
- All requests for information should be made, preferably in writing to the Head Teacher.
- Any complaints should be addressed through the School's Complaint Procedure, available to view via the school website.

Information provided by the School Students have access to information by:

- Regular reporting of students' progress by reports from teachers.
- Feedback on their progress from teachers (verbal and written) relating to their work completed in class and at Parents Evenings.
- Reviews from enhanced monitoring e.g. Behaviour plans, HCPs, PEEPs etc.
- The SEND review process.
- Through representation on the School Council.

Parents have Access to information by:

- The regular reporting of their child's progress from teachers.
- Teachers' written comments in students' books/letters and emails to parents and telephone conversations.
- Talking to teachers at Parents Evenings.
- Year 6 Information Evening.
- Options Evening and Meetings.
- Tutors and Community leaders contact with parents.
- The School's website.
- Open mornings for parents of prospective new students.
- By prior appointment to visit the school.
- Through appointments with teachers e.g. SEND reviews.
- School Prospectus.
- SEND information to parents: at reviews and with printed documentation and from relevant professionals outside school supporting the work of the school.

Visitors/external agencies/individuals have access to information (on a need-to-know basis only) by:

- The School's website.

- Contact with professionals within school.
- By written request to the Head Teacher.

Accessibility of Information

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Termly planning document show how the curriculum being delivered across the range of subjects offered.</p> <p>Increased QA show an increased level of aspiration and challenge for all students.</p>	<p>Increase the quality of progress tracking across the curriculum for all pupils, including those with a disability.</p> <p>Ensure targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Ensure the curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>New data collection policy and procedures to be established with clear tracking and reporting of students' progress in all year groups.</p> <p>Develop new target setting policy and procedures which set high aspirations for all students.</p> <p>Curriculum reviews have taken place in all subjects to ensure they SOW are fit for purpose and meet the needs of</p>	<p>DOK</p> <p>DOK</p> <p>BST</p>	<p>Ongoing throughout 2020/21 with a review in June 2021.</p> <p>Ongoing throughout 2020/21 with a review in June 2021.</p> <p>Ongoing throughout 2020/21 with a review in</p>	<p>Curriculum at Thamesview is well planned, sequenced and establish a clear framework for students progression from Year 7 to 13.</p> <p>All students are able to access the curriculum at an appropriate level and are supported and challenged in equal measure.</p>

			all students.		June 2021.	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities for physically disabled students • Library shelves at wheelchair-accessible height • Height adjustable tables for disabled students 	<p>Ensure the school buildings and whole site are accessible for all staff, parents, students, governors and visitors.</p>	<p>Conduct an audit of the accessibility of the physical environment, as per appendix 2.</p> <p>Use the audit to ensure the physical environment is accessible for all.</p>	<p>SCH</p> <p>GR</p> <p>LSI</p>	Ongoing	<p>The school site, including all the buildings and facilities, are accessible for all stakeholders and visitors regardless of any disability.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille 	<p>Ensure that all students are able to access information around the school in a suitable medium for them.</p> <p>Ensure the school website, SharePoint and</p>	<p>Review the information mediums used to support students at Thamesview.</p> <p>Ensure all staff are aware of students with disabilities and the strategies they need to</p>	<p>SCH</p> <p>GR</p> <p>LSI</p>	Ongoing	<p>Information is provided to students and other stakeholders in a medium which is accessible for them and allows them to fully understand the information being</p>

	<ul style="list-style-type: none"> • Induction loops • Pictorial or symbolic representations 	<p>other web based resources are accessible for students</p>	<p>sue to support them.</p> <p>Provide staff training on using different forms of delivering information e.g. braille, translation services, large print resources.</p> <p>Audit the school website, SharePoint and other web based services to ensure accessibility for all.</p>	<p>BST</p> <p>CNE</p>	<p>given and to act accordingly.</p>
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5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Head Teacher.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) policy
- Supporting pupils with medical conditions policy

Equality Policy (Including Accessibility Policy and Plan)

This Policy was agreed and adopted at a Governors' meeting held on 20th October 2021

Signed *S. Milsom* (Governor)

Signed *G. Rorke* (Head Teacher)

This policy will be formally reviewed in September 2023

EQUALITY POLICY - APPENDIX 1

Any changes to the policy required as a result of monitoring the effectiveness of the policy and or changes in the law must be disseminated to students, parents and staff.

Access and Disability

The School has a duty under the Equality Act 2010 to provide access to the site and its facilities or to have a plan to do so. Thamesview School is a designated school for students with physical disabilities and we are committed to ensuring that all reasonable adjustments and alterations are made to ensure that no students with a disability is disadvantaged compared to students without a disability.

Parents are encouraged to provide information with regard to age, sex and ethnic origin for monitoring purposes as per the General Data Protection Regulation (GDPR). An individual's race, nationality, ethnic origin, sex, disability or religious beliefs do not form part of the admissions process in Thamesview School.

In order to decide whether the school can meet the needs of a students, parents are requested to complete the part of the Registration Form detailing whether a students has a disability, special educational need or medical condition. The School may also take advice and arrange for assessments.

Where it is practicable, reasonable adjustments are made to enable a student to be admitted.

The Head Teacher is responsible for:

- reviewing the school's policy, procedure and facilities with regard to the admissions, physical layout of the school and its facilities, access to the curriculum and extracurricular activities;
- drawing up a disability plan which makes recommendations to improve accessibility.

To meet the requirements of the above Governing Body will:

- assess and monitor the impact of the Equality policy on students, staff, and parents, in particular the attainment levels and participation of students from different groups;
- record racist incidents and respond to them in the most appropriate way;
- review the policy on an annual basis.

LINKS WITH OTHER POLICIES

- Behaviour Management policy
- Teaching and Learning policy
- Special Educational Needs and DDA policies
- Child protection and safeguarding policies
- Relevant DFE legislation
- Pupil Premium policy
- Charging and Remissions policy

Annex 1: Definition of Discrimination

Discrimination in recruitment is unlawful and can be identified as direct/indirect discrimination, harassment, segregation and victimisation.

Direct discrimination occurs when a person or group is treated less favourably than others are or would be treated in the same or similar circumstances.

Indirect Discrimination involves the inclusion of a condition or a requirement which adversely affects applications from a large proportion of persons.

Harassment consists of any repeated and unwanted comments, looks, suggestions or physical contact that a person finds objectionable and offensive and causes them discomfort at work.

Segregation is unlawful and occurs when a person or group of people are kept separate from others on the basis of their particular race or sex.

Victimisation is unlawful and occurs where a person is treated less favourably than others would be in the same circumstances.

Annex 2: Examples of incidents requiring serious response

Race:

- (a) a physical assault against a person or group because of colour or ethnicity;
- (b) verbal abuse, derogatory name calling, insults, threats, racist jokes;
- (c) racist graffiti;
- (d) issuing/wearing of racist materials e.g. leaflets, magazines, insignia;
- (e) inciting others to behave in a racist manner;
- (f) making racist comments or suggestions in the course of discussions or lessons;
- (g) refusing to co-operate with colleagues or students because of colour or ethnic origin;
- (h) excluding students from activities, or recruiting and selecting in preferential ways.

Gender:

- (a) physical abuse against a person or group because of their gender;
- (b) verbal abuse and intimidation, insults, threats against a person or group, because of their gender;
- (c) using lurid or suggestive vocabulary to cause offence or humiliation;
- (d) reference to an individual or groups sexuality;
- (e) making sexist comments or suggestions in the course of discussion or lessons;
- (f) refusing to co-operate with colleagues or students because of their gender.

Disability:

- (a) physical assault against an individual because his/her disability;
- (b) verbal abuse, intimidation, insults, threats against the individual because of his or her disability;
- (c) offensive reference to an individual's disability inside or outside lessons; (d) refusing to co-operate with an individual because of his/her disability.

Appendix 2: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				