

## Equality Statement November 2022

### 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Chapelton Academy is an inclusive FE provider. We have high expectations of all our young people and the progress that they can make. We endeavour to provide a school environment and appropriate support that allows all young people to have access to a full education that builds their confidence, encourages their creativity and develops their potential as leaders, whilst inspiring a love of learning. This plan seeks to ensure that young people with impairments of any kind have equality of access to our offer and are completely included.

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. 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.

## 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. This policy complies with our funding agreement and articles of association.

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

**Signature:**

**Headteacher**.....

**Date**.....

**Signature:**

**Chair of Governors**.....

**Date**.....

## Introduction

**Chapelton Academy** has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- Pupils and prospective pupils
- Parents and carers
- Employees
- Local community

The Equality Act 2010 has simplified anti-discrimination laws by having a single Equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, and victimisation and by failing to make a reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including: local authorities, schools, colleges and other state-funded educational settings including academies have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation

- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this. Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

### **Leadership**

All staff and Governors at the school are responsible for ensuring the school meets its duties under the Equality Act 2010.

### **Eliminating harassment and bullying**

The school values state that we are respectful, responsible and safe. Our behaviour policy and antibullying policy are clear on the consequences for harassment and bullying of our students. Instances of harassment and bullying against staff are escalated to senior leaders and, where necessary, the Trust (e.g. through the Grievance Policy, Whistleblowing Policy, Code of Conduct).

### **Training**

We will provide relevant training by using all suitable delivery methods including outside courses, school INSET days, Teaching and Learning Groups, subject and pastoral meetings. Details of training to meet specific needs can be found in Annex 1.

### **Procurement and Contractors**

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

The Equality Statement is incorporated into a booklet which contractors are given when commencing work on site. The booklet has been created by Business Manager.

## **Visitors to the School**

We will take steps to ensure that all visitors to our school, including parents, act within the requirements of our Equality Statement. Signage is visible at Visitor reception which depicts the school values and instructs visitors to abide by them.

## **Publishing the Statement**

We will publish our statement on the school's website.

## **Reporting our progress**

We will report progress against the Duty through our regular reporting mechanisms to the governing body.

## **Reviewing and Revising the Equality Statement**

We will review and revise the Statement annually.

## **How we will meet the General Duty & Specific Duty**

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach (i.e. information and objectives) is set out in Annex 1 and 2.

Annex 3 Accessibility Plan

# Annex 1

## Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics.

In collating the equality information, we have:

Identified evidence already in school of policies and practice and identified gaps.  
Explored how we engage with protected characteristics. Analysed our effectiveness in terms of equality.

Our equality evidence highlights:

### Age

Our workforce profiling data shows the following breakdown:

Teaching Staff	
21-25	0
26-35	5
36-45	8
46-55	6
55+	5

Support Staff	
Under 21	4
21-25	0
26-35	3
36-45	4
46-55	1
55+	1

All parts of the building can be accessed easily. We have disabled toilet facilities and a fully adapted changing and shower room.

Approximately 28% of the Chapeltown Academy student cohort is on the SEN register/monitoring list, covering areas of cognition and learning, communication and speech, physical disabilities and social, emotional and mental health.

Our AP and exam results data allows us to see whether SEND students are progressing in line with their targets and compared to other students. Information on the needs of disabled students to inform lesson planning and provision is available to all staff on SharePoint.

We have a small number of staff for whom adjustments have been made in the workplace. As new starters, we collect information on whether members of staff have a disability.

We can incorporate Assistive Technology into Parents Evenings for our EAL parents.

Our PD (Personal Development) curriculum includes activities designed to raise awareness and promote a positive attitude to disability.

### **Gender reassignment**

All of our policies and procedures are based on the model policies of the Minerva Learning Trust. We have a small number of students who have identified themselves as transgender or gender fluid. We have re-assigned our disabled toilets as 'Inclusive' toilets to act as an accessible toilet for all.

### **Marriage and civil partnership**

All of our policies and procedures are based on the model policies of the Minerva Learning Trust.

### **Pregnancy and maternity**

All of our policies and procedures are based on the model policies of the Minerva Learning Trust.

### **Race**

19% of our students are from a non-white British background.

We analyse student achievement with regard to ethnicity at a whole level which informs our SEF and School Development Plan. The school's examination analysis has a full ethnic breakdown.

3% of our staff are from a non-white British background (this includes both teaching and support staff.)

Governing Body representation reflects our wider community.

We support the development of good relationships between ethnic groups in several ways within the curriculum including involving the Student Council (CAST) in the development of aspects of the PD curriculum and associated initiatives. Reported racial incidents are very low.

## **Religion or belief**

Our PD curriculum incorporates RE and beliefs. We offer RE as an A Level.

We have a dedicated prayer room for use by students and staff at lunchtimes/breaktimes.

## **Gender**

The gender split amongst the school staff is:

Teaching staff

12 male

12 female

0 other

Non-teaching staff

3 male

10 female

0 other

Within our school where possible and practical we support flexible working, and we are developing policies and procedures, in line with the Trust, to reflect this.

We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly. At the moment we have no significant continuing trends.

## **Sexual orientation**

We do not collect data on the sexual orientation of staff or students.

Reported homophobic incidents are very low. We have a student LGBTQ+ group (via CAST) which meets regularly to discuss issues and make recommendations. Diversity is celebrated further through PD.

**Note:** All of the above statistics are subject to change as staff and student profile may change in year.



# Annex 2

## Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Work to ensure that Chapeltown Academy is a school where everyone is celebrated not tolerated	All community	<p>Individuality is celebrated and supported through our vision, mission and values.</p> <p>During PD sessions, protected characteristics are explored and discussed allowing students to Q&amp;A in a safe forum.</p> <p>PD curriculum to build profile of non-Christian religious holidays</p>	<p>All SLT</p> <p>NE/HD</p> <p>NE/SLT</p>	<p>Prospective and existing staff and students recognise us as a diverse workplace/place of study.</p> <p>The community has a greater awareness of the 9 protected characteristic and sees that each are celebrated and championed</p> <p>Allow all to feel celebrated.</p>

Continue to develop our DATA collection and analysis	Staff Students Parents	<p>Collect disability information from students transferring from other schools</p> <p>Encourage parents and staff to share disability information with us where appropriate</p> <p>Leadership staff to analyse DATA with regard to vulnerable groups (and provide training where needed)</p> <p>Appropriate interventions made and impact assessed</p>	<p>Admin</p> <p>Admin</p> <p>All LT</p> <p>All staff</p>	<p>Disability information improves accessibility for students and staff</p> <p>Reasonable adjustments made for all disabled students, staff and parents</p> <p>Appropriate interventions for under-achieving groups (e.g. SEN)</p>
Students from all ethnic groups perform in line with or above national expectations	Staff Students	<p>Monitor all student progress and other data (e.g. attendance, behaviour, destinations) through tracking information on termly basis</p> <p>Appropriate interventions to be put in place – mentoring, subject support, pastoral support</p> <p>Support engagement with remote learning</p>	<p>LT</p> <p>All staff</p> <p>All staff</p>	<p>All students make progress in line at least with national average.</p> <p>That there is no significant different between ethnicities.</p> <p>All students show comparable destination data with at least the national average (including apprenticeships and Russell Group universities)</p>

<p>Eliminate discrimination and harassment with regard to protected characteristics</p>	<p>Staff Students</p>	<p>Maintain recording mechanisms for all incidents of bullying via CPOMS</p> <p>Monitor reports of bullying, report regularly to governors and ensure appropriate action taken</p> <p>Making use of annual induction, behavioural policy and the PD curriculum to communicate systems for eliminating discrimination and review practice.</p> <p>PD curriculum is developed, where appropriate, in conjunction with the Student Council (CAST)</p> <p>Ongoing student voice to record views and act accordingly.</p>	<p>All staff</p> <p>DDSLs/DSL</p> <p>NE/HDE/TM</p> <p>NE/HDE</p> <p>NE/BCR/HDE</p>	<p>Maintaining low reports of homophobic bullying</p> <p>Reports of racist and sexist incidents remain low</p>
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<p>Advance equality of opportunity for all students</p>	<p>Staff Students</p>	<p>Continue to monitor attendance of groups with lower than whole school attendance and act accordingly.</p> <p>Appropriate early interventions via contact with parents, pastoral support.</p> <p>Early intervention with students at risk of exclusion/leaving through Progress Meetings and appropriate support.</p> <p>Attendance and inclusion staff to work to reduce the instances of emotionally based school avoidance</p>	<p>TM/RW</p> <p>All staff</p> <p>LT</p> <p>HDE/TM/RW/JH</p>	<p>Attendance team has an impact on students with lower attendance</p> <p>Number of permanent exclusions remains low, to 0.</p> <p>Attendance of typically under-attending cohorts in line with or higher than Local Authority averages</p>
<p>Increase staff awareness and skills in meeting needs of students</p>	<p>Staff</p>	<p>Continue to offer CPD in relation to all groups' achievement, differentiation and disability</p>	<p>SLT/NE</p>	<p>An increasing toolbox of classroom management techniques for staff to use</p> <p>Observations continue to demonstrate that the needs of all learners are met</p> <p>Staff are confident in meeting aims of Equality Statement</p>

# Annex 3

## Accessibility Plan

as required by the Special Educational Needs and Disability Act (SENDA) 2001

	<b>What will Happen</b>	<b>Strategy</b>	<b>How long will it take</b>	<b>Outcome</b>
<b>What specific improvements you will make in disabled students being able to access the curriculum.</b>	All disabled students will have appropriate ICT to increase their access to the curriculum.	<p>Liaison with previous schools to ascertain the most appropriate laptops/approaches to use.</p> <p>To ascertain the equipment/programmes required for the students to use the laptop independently and participate fully in the curriculum.</p> <p>Consultation with The appropriate outside agencies e.g. VI, to ensure that the most appropriate equipment is being used.</p> <p>SENDCo/SEND team to establish appropriate support for students, as needed and provide accordingly e.g. scribe.</p> <p>Students with visual impairments have access to technology which allows them to read independently.</p> <p>School is guided by the VI service who provide advice and guidance on allowing accessibility for these students.</p>	Ongoing as appropriate technology and software is changing all the time and we rely on the advice and guidance of outside agencies to manage this.	Appropriate computer technology is provided for all students with a disability

		Equally students with significant hearing impairments have technology within the classroom which allows them to hear the teacher and participate in a manner commensurate with their peers.		
<b>Extra curricular activities to be available to all students with SEND</b>	High needs funding used to fund adapted transport and accommodation for trips and visits where necessary.	Locality funding used to pay for extra costs of adapted transport	Ongoing	All students with SEND to access the full curriculum
<b>What specific physical improvements will you make to increase access to education and associated services for disabled students.</b>	All parts of building fully accessible for disabled students. Provision of changing/shower/hygiene area for disabled students.	Checks were made prior to students making transition to the school on all facilities, to ensure accessibility.	Complete	School building designed to allow access and meet needs of students with disabilities

<p><b>What specific improvements will you make in the provision of information in a range of accessible formats for disabled pupils?</b></p>	<p>Provision of information in lessons in an accessible format for all students with disabilities.</p>	<p>Appropriate training on types of format required</p> <p>Ensure information on additional needs of students is easily accessible (SEND register, Individual Student Plans and SENDCO) Quality assured through lesson observation programme in departments</p> <p>Annual know your learners' sessions.</p>	<p>Ongoing. The needs of the students change continually and training should be an ongoing process as opposed to a one-off catch all programme.</p>	<p>Information accessible in all lessons for students with a disability.</p> <p>Measurable progress of students.</p> <p>Lesson Observation feedbacks show information is being provided in an accessible format</p>
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