

Hall Grove Policy on Equality and Action Plan (including EYFS)

Equal Opportunities Statement

It is Hall Grove School's policy to treat all people equally irrespective of religion, race, ethnic origin, sex, marital or parental status, sexual orientation, disability, age or political belief. (Equality Act 2010).

We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school. Children are encouraged to greet one another with friendliness and respect, and to share the same courtesy to adults and visitors to the school. Pupils' views are actively sought and respected through tools such as the School Council and in regular class discussion. Staff are required to act as positive role models throughout the school and conduct regular discussions in form times to engage with pupils about their learning and contributions to life of the school.

At Hall Grove, we recognise that children have a range of talents and we will show case achievement in Music, Sport, Drama and a wide range of other activities.

Admissions:

At Hall Grove we take pride in welcoming children from diverse backgrounds. We are pleased to have within the school family a wide range of ethnicity and we maintain especially good links with the Asian community.

Whilst our Assembly worship is broadly Christian in character, we have children from all faiths and we are pleased to support them and help develop their spirituality in as many ways as possible. We make allowances for special diets and for individual religious observance.

Our Equal Opportunities policy extends to children with learning difficulties or with physical incapacities and we will always make a reasonable adjustment to the working of the school to accommodate an individual need. We respond sensitively to medical needs, family circumstances and to individual educational needs, recognizing that every child is unique and all will develop at different rates and at different stages.

Entry is non-selective at the EYFS stage, although contact is made in the year before starting the school to identify any particular learning needs that may be arising. Due to the number of applications, more formalised assessments form part of the assessment process from Year 3 onwards.

Specialist help may be sought to ascertain if the school can make reasonable adjustments to the advantage of prospective pupils. Pupils with a disability will not be refused entry but the physical layout of the school presents some difficulties for non-mobile pupils.

Curriculum and SEND:

We aim to help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

Further principles that apply to the construction of a curriculum are breadth, balance, relevance, differentiation and equal opportunities. It prepares pupils for life in a diverse society and uses opportunities to reflect the background and experiences of pupils and families in the school.

There are also opportunities to explore concepts and issues related to identify and equality with the use of images and materials which positively reflect a range of cultures, identities and lifestyles.

All children at Hall Grove, including those with Special Educational Needs, are entitled to, and shall have access to, a broad and balanced curriculum. This includes the National Literacy and Numeracy Strategy Framework alongside the National Curriculum. Teachers' plans should aim to recognise the needs of all children to ensure progression, relevance and differentiation. Most support work is provided within the classroom and is organised in such a way as to ensure that the needs are met for any SEND child. In some cases the nature of the support requires a child to be withdrawn from the classroom in order to receive distinct and individual tuition. When this is the case, every effort is made to ensure that the child is given the opportunity to cover work carried out in his/her absence, and that it is not the same subject missed every time.

All pupils are actively encouraged to engage fully in their own learning. Care is taken to ensure that children who receive special provision do not feel 'different' from their peers. Pupils with special needs are included in, contribute to and have equal opportunities to join in all school activities in the same way as any other child. This includes all extra curricular activities, sports and school trips.

The school is committed to the principle of equal opportunity. Where pupils do not study the same subjects this is because it would not be in their best educational interest to do so.

Pupils will study both French and Latin. The more able children in Years 7 and 8 also study Greek to Common Entrance level. In exceptional circumstances, a pupil with special educational needs will not study Latin or Greek and the school is able to cater for other languages spoken at home, for example German or Spanish. Children with a particular aptitude in German or Spanish have been examined in these subjects.

Wherever possible, all children's academic needs are met within the normal timetabled curriculum. However, some children benefit from receiving extra individual tuition. This may mean that they miss some lessons in 'non-examinable' subjects. Children with individual paid music lessons may also miss subject lessons on a termly-rotation basis.

Staff: Recruitment and Professional Development

We have a personal responsibility to adhere to the principles of equal opportunity and maintaining harmony. We will actively promote equal opportunities in our business to ensure that individuals receive treatment that is fair and equitable and consistent with their relevant aptitudes, potential skills and abilities. Employees will be recruited and selected, promoted and trained on the basis of objective criteria. A disability will not of itself justify the non-recruitment of an applicant and reasonable adjustments will be made where necessary. Sexual, racial and other forms of harassment will not be tolerated. We will not discriminate against anyone who has a spent conviction under the Rehabilitation of Offenders Act 1974. All reasonable steps will be taken to ensure that male and female staff receive equal pay for the same work of equal value. We will treat unfair discriminatory conduct by any member of staff as a disciplinary offence.

We will ensure that any employee who feels that he or she has been treated unfairly or subjected to direct or indirect unfair discrimination can raise the matter through the appropriate grievance procedure when every effort will be made to secure a satisfactory resolution. Any employee making a complaint of unfair discrimination will be protected from any victimisation in any form.

Parents/ carers and the Wider Community

All parents/carers are encouraged to participate in the life of the school and that those of newly arrived pupils are made to feel welcome. We maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice. We encourage members of the local community to join in school activities and celebrations.

Monitoring and review arrangements

We will regularly monitor our policies to ensure that we pursue an effective policy of equal opportunity.

Plan for Improving Accessibility September 2018 - August 2021

This plan outlines how the school provides increasing access to education for all pupils. The SLT have agreed it and it will be reviewed on a three year cycle. Input is gained through staff Section and Faculty meetings, School Council feedback, parent forums and issues raised in reviews of progress on Individual Education Plans.

<i>Area</i>	<i>Current situation and access</i>	<i>Proposed Action</i>	<i>Person responsible</i>	<i>Resources needed and items to provide costs for</i>	<i>Success criteria and impact</i>	<i>Date reviewed</i>
Mental health	There is increasing awareness of how to recognise when a child is suffering from mental health difficulties. Training has been provided for staff and pupils/parents have been addressed by an expert in the field. School counsellor now available for those in need.	Situation will continue to be monitored closely and INSET provided as and when deemed necessary.	Head of PastoralCare/School Nurses	Staff training/visiting speaker	Those children suffering from difficulties in mental health are fully supported to enable them to access the curriculum and make good progress.	ongoing
Access to Information	In providing information to pupils or parents we take account of disabilities, eg. Communication by telephone or in person for visual impairments, consideration into choice of room for meetings for physical difficulties.	The school will make reasonable adjustments so that information can be made available in an alternative format should such a request be received.	Admissions Secretary Section Leaders	Various	Parents with specific disabilities feel that they are given equal access to information	ongoing
Admissions	Parents are be asked to inform the school of any disability/medical condition for which extra provision needs to be made. Provision has been	The school will ensure resources purchased enable clear provision of images and text and the use of quality audio/visual material.		Purchase of relevant audio/ visual support	All children, regardless of any disability or medical condition are	ongoing

	made for children with a range of needs eg cerebral palsy, diabetes, various allergies, epilepsy	<p>All school information will be available electronically.</p> <p>Those children with identified medical conditions will be given the support needed. e.g daily and regular medication administration, specific adjustments to the printed menu, disabled toilets available if needed</p>		<p>hardware.</p> <p>Adaptations to menu choices</p> <p>Update physical environment if required</p>	provided for.	
Access to the Physical Environment	<p>The school has identified areas where disabled access may be difficult. Accordingly the educational areas are well served with handrails and compliant staircases and with ground floor ramps. (including a ramp being fitted outside the Y3/4 building). There is a disabled lavatory adjoining the main Assembly Hall and one in the Lighthouse. There is no lift to first floor areas.</p> <p>The school recognises that access to the Library, Music Room, IT Room and Art Room are all difficult to access.</p> <p>The school is not able to accommodate a severely disabled person in the Boarding House because it cannot</p>	<p>The school undertakes to make reasonable adjustment for any disabled pupil (eg room swaps and timetabling ground floor classrooms when needed). Portable IT equipment and alternative ground floor areas for Art and Music so no disabled person will be at a disadvantage.</p> <p>The school will continue to identify areas where disabled access to academic sites may be improved.</p> <p>Faulty lighting will be replaced as soon as possible.</p>	Head Master	Employment of contractors to make any structural changes	All children, parents and visitors to the school have equal access	Ongoing

	<p>provide proper access or a safe means of escape in case of fire. Access for disabled parents is provided through ground floor rooms as the location for meetings. Performances and other events are all held at ground level. A lit pathway, suitable for a wheelchair, to be built to The Barn (Early Years Building). The Upper floor has access by a wide stair case built at a gentle gradient, which could be adapted for a chair should it be necessary.</p>					
--	---	--	--	--	--	--

Increasing Awareness

It is the school’s policy that staff and are made aware of equality, understand its effects and support pupils as part of everyday school life.

Links with the following policies will be reviewed regularly to reflect inclusiveness, understanding and integration:

- Curriculum
- Admissions
- Equal Opportunities
- Anti-bullying
- Behaviour
- Staff handbook
- SEND
- First Aid

Reviewed September 2018 (TJGL)